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Gender Mainstreaming

in Skills Development
Guidance Paper and Tools

United Nations Development Programme



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GENDER MAINSTREAMING IN SKILLS DEVELOPMENT: GUIDANCE PAPER AND TOOLS

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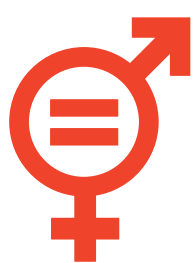
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Preface



Unlocking women’s productive capacities is essential to an inclusive and sustainable society. In India, while progress has been made in women’s education, their participation in the labour force continues to decline due to cultural and societal norms, inequitable laws and their disproportionate share of domestic work. Subsequently, these barriers increase the mismatch between women’s, skills and jobs, which will require reskilling and upskilling. Such challenges will be heightened with the rise of digital transformation – the use of new and emerging technologies to solve traditional problems.¹ Employability targets and skills development are imperative for women to secure decent work, and to avoid widening gender gaps.

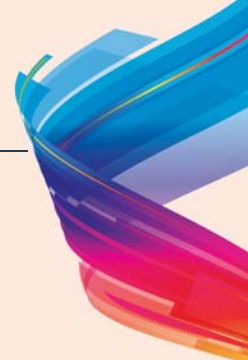
The need to properly equip women with relevant job skills to meet the demands of labour markets today and in the future is urgent. Skills are also key to achieving the goal of inclusive growth envisioned in the 2030 Agenda for Sustainable Development, such as realizing Goal 5 to achieve gender equality and empower all women and girls and Goal 8 to promote sustainable and inclusive economic growth, full and productive employment and decent work for all.

For greater participation of women in the labour market, definitive action to mainstream gender in skills training is needed. This will require a systematic approach, including engaging with different stakeholders to address the barriers faced by women. This paper offers practical and policy guidance while highlighting good practices for gender mainstreaming in skills development. Through support to policymakers and practitioners, this guidance is a contribution to providing women with future opportunities and further inclusion in the workforce.

Marcos Neto

Director,
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Foreword



The economy of India is slated to have the world's largest workforce by 2027.^{2,3} The Indian Government, aware of the potential and risk, has set an ambitious goal of training 400 million people by the year 2022 via the National Skill Development Mission.⁴ Women and girls will play a key role in the achievement of this agenda: if women participate in the labour force in the same numbers as men, it could boost the GDP of India by 27 percent.⁵ Without the necessary skills, women are more likely to work in the informal sector, to work in poorer conditions, and to lose jobs more often than men and to be self-employed.

While acknowledging that broader efforts are necessary to combat gender discrimination, this report focuses on the role of gender mainstreaming in skills development to grant women agency.⁶ Gender mainstreaming in skills development is essential to overcoming gender gaps in the workforce at every level – employees, managers and entrepreneurs. In addition, training in basic digital proficiencies, soft skills, and financial and entrepreneurial savviness is of vital importance to women's successful integration into the labour market.

This report was prepared in collaboration with the IKEA Foundation and UNDP India based on more than a decade of experience driving women's empowerment projects in India. UNDP's strategic plan focuses on all Sustainable Development Goals as a top priority for the organization, and key areas including poverty alleviation, gender equality, decent work and economic growth, climate change and partnerships.

With 'Disha: Creating Employment and Entrepreneurship Opportunities for Women in India', the UNDP-India Development Foundation partnership supported by IKEA Foundation has become a global exemplar of commitment to women's empowerment and in achieving Goals 1, 5, 8, 10 and 17. We hope that this report will be useful to other developing countries in analysing where the challenges to gender equality at the workplace come from and in finding solutions.

Shoko Noda

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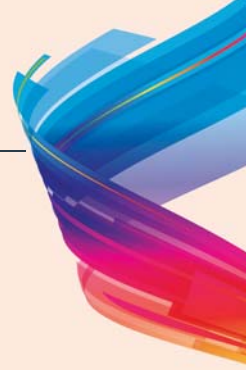
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Acronyms and Abbreviations

AISECT	All India Society for Electronics and Computer Technology	MFI	Microfinance Institutions
CCTV	Closed Circuit Television/Video Surveillance	MLMM	Meslek Lisesi Memleket Meselesi
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women	NGO	Non-Governmental Organization
CEDEFOP	European Centre for Development of Vocational Training	NITI	National Institution for Transformation India
CSR	Corporate Social Responsibility	NSDC	National Skill Development Corporation
CV	Curriculum Vitae	OECD	Organisation for Economic Co-operation and Development
DWCCS	Domestic Workers Sector Skill Council	PEPFAR	President's Emergency Plan for AIDS Relief
GMRVF	GMR Varalakshmi Foundation	SESRIC	Statistical, Economic and Social Research and Training Centre for Islamic Countries
EIGE	European Institute for Gender Equality	SEWA	Self-Employed Women's Association
GDP	Gross Domestic Product	SDGs	Sustainable Development Goals
HR	Human Resources	SHG	Self-Help Groups
IICPSD	Istanbul International Center for Private Sector in Development	SME	Small and Medium-sized Enterprise
ICT	Information and Communications Technology	STEM	Science, Technology, Engineering and Mathematics
IL&FS	Infrastructure Leasing and Financial Services Limited	UN	United Nations
ILO	International Labour Organization	UNDP	United Nations Development Programme
NCWIT	National Center for Women and Information Technology	UNESCO	United Nations Educational, Scientific and Cultural Organization
M&E	Monitoring and Evaluation	USAID	U.S. Agency for International Development
		WEF	World Economic Forum

Glossary

Gender-aware:

Being gender-aware entails viewing society from the perspective of gender roles and how they affect women's needs and rights in comparison to those of men.⁷

Gender bias:

Gender bias describes prejudice against or preference towards a particular gender, resulting in unequal treatment and inequality.⁸

Gender divide/gap:

This term refers to the disparity between a woman's condition or position and that of a man's in society. Gaps can be found in areas such as economic participation and opportunity, political empowerment and educational attainment.⁹

Gender-inclusive language:

Gender-inclusive language, or gender-neutral language, avoids bias against those of a specific gender in order to combat gender stereotypes.¹⁰

Gender mainstreaming:

Gender mainstreaming is a strategy to incorporate a gender perspective in any planned actions in all areas and sectors, and at all levels to achieve gender equality. It makes the concerns and experiences of women as well as men an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated.^{11,12}

Gender-responsive:

This term describes the articulation of policies, initiatives and programmes addressing the different needs, contributions and capacities of women and men. Gender-responsiveness goes beyond gender sensitivity. While both refer to identifying and acknowledging existing differences and inequalities between women and men, gender-responsiveness entails proactively building capacity and establishing processes that address these identified differences and inequalities.¹³

Gender-responsive budgeting:

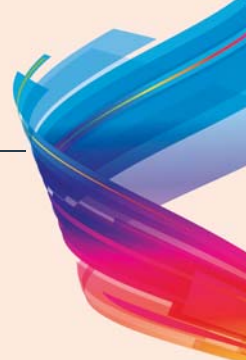
Gender-responsive budgeting is a strategy for changing budgetary policies and processes so that expenditure and revenue take into account the differences, inequalities, needs and rights of men and women.^{14,15}

Gender roles:

This term refers to social and behavioural norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a particular sex. These norms often determine the traditional responsibilities and tasks assigned to men and women, boys and girls.¹⁶

Gender stereotype:

A gender stereotype is a generalized view or preconception about what attributes, characteristics or roles that women and men have or ought to have. A gender stereotype can be both hostile/negative (e.g. women are irrational) or seemingly benign (e.g. women are nurturing). Gender stereotypes are harmful as they limit women's and men's capacity to develop their personal abilities, pursue their professional careers and make choices about their lives.¹⁷



Green economy:

The green economy refers to production and consumption that meet basic needs and improve quality of life in a sustainable way. In this type of economy, services and products are used throughout their life cycle wherein toxic materials, waste emissions, pollutants and the use of natural resources are minimized.¹⁸ As conscious or green businesses are complex, they are often categorized in particular groups and by their archetype.¹⁹

Life cycle approach (in gender context):

This term describes an approach to gender equality that ensures programming and policies empower and recognize the value of women and girls at all stages of life from early childhood to adulthood.²⁰

On-the-job learning:

This process is about passing along the skills, knowledge and competencies needed for employees to perform a specific job in the environment of their workplace. On-the-job learning provides real-time experience, making it easier for employees to acquire both hard and soft skills in a cost-effective manner.²¹

Sex-disaggregated data:

Sex-disaggregated data presents information cross-classified by sex to help identify potential inequalities.²²

Skills training/development:

Skills training/development describes the acquisition of practical competencies, know-how and attitudes necessary to perform a trade or occupation in the labour market (e.g. soft and technical skills). Skills development systems comprise the formal technical vocational education and training sector, informal learning and non-formal learning.²³

Soft/Life skills:

This term refers to the abilities for adaptive and positive behaviour enabling individuals to deal with every day and work life demands. They can be categorized into three broad groups: cognitive skills (analysing and using information), personal skills (building personal agency), and interpersonal skills (interacting well with others).²⁴ Soft/life skills are an essential part of the 21st century skills along with creative and critical thinking and digital and financial literacy skills.

Sustainable Development Goals (SDGs):

In 2015, United Nations Member States adopted 17 global goals as “a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity”.²⁵

Executive Summary

The 2030 Agenda for Sustainable Development offers an opportunity to put the world onto a more sustainable path. Sustainable growth can only be achieved by successfully integrating women into the labour force. Providing women with the necessary skills to find a job is the first step towards enhancing women's participation in the labour market, but for skills training to have a tangible impact, more action is required. What is needed is a comprehensive and holistic strategy that creates an enabling environment and offers equal opportunities to women.

Barriers to gender equality remain a reality despite efforts to mitigate them: women represent only 39 percent of global workforce²⁶ and shoulder a disproportionate share of domestic work and unpaid work. In addition, gender disparities in certain sectors remain striking: women account for 30 percent of total workers in the digital sector of the European Union.²⁷ Across Africa, women also remain underrepresented in this sector with nearly 25 percent fewer women compared with men having even basic access to the Internet.²⁸ Furthermore, women are not receiving equal pay for doing equal work and few women are reaching high-level positions: only 22 percent of senior leaders in the business world are women.²⁹ These challenges are being sustained by prevalent gender biases in society, and these biases are contributing to persistent gender gaps in education and increasing a digital divide that limits women's opportunities. More than ever, gender mainstreaming in skills development is critical, and it has an important role to play in improving gender equality.

Solid information is needed to accelerate progress towards these objectives, with data, case studies and proven strategies on how to undertake skills development that is gender-responsive, and emphasizes the role of the private sector. Gender mainstreaming in skills development has significant implications for the economic empowerment of women.

This guide, *Gender Mainstreaming in Skills Development: Guidance Paper and Tools*, aims to harness the transformative potential of gender mainstreaming in skills development by taking a holistic approach involving guidance and good practices at the policy, sector and implementation levels. The guide explores potential opportunities for gender mainstreaming in skills development in India – one of the world's fastest-growing economies and home to a large youth population. A wide range of barriers lower the learning and employment prospects for women and girls in India, including unequal gender roles that cause women and girls to undertake most of the household and care duties, lack of sufficient flexible work opportunities, and family concerns for their security and safety.

India is approached as a case study to analyse how the above challenges are encountered, and most importantly, explore innovative ways to address them. Following an overview of the situation in India, a macro-level policy analysis examines the policy framework applied in the country, which is encouraging and supportive of a gender mainstreaming strategy in the design and delivery of skills development. In particular, the guidance paper examines how domestic policies in India resonate with the international calls for gender mainstreaming in skills development and what enables women's access to skills training (e.g. regulations and incentives). Drawing wisdom from global and local good practices, it is suggested that aligning national development plans and skills programmes and projects with gender mainstreaming legislation and advisory would help India better address the socio-economic and cultural barriers women face in the labour market.

To implement policies effectively, a dedicated gender-responsive budget for skills training of women in the policy design is recommended. This budget should not only be limited to increasing the number of women being trained: rather, it should be more comprehensive and include dedicated resources for trainers, to improve their capacities and gender competencies (i.e. knowledge about gender-responsive training techniques and language). In addition, a budget



for promoting gender equality to men, via training programmes and/or additional tools, would help transform the labour market and enable women to enter it on an equal footing.

The next section provides a sector-level analysis of the gender gap. Women remain severely underrepresented in a wide range of sectors, including emerging technologies and the green economy. Awareness-building campaigns at the sector-level and action to address occupational segregation are two key measures for bridging the gap in women's participation in the labour market. In particular, reskilling women with the necessary skills to work in emerging sectors such as technology and the green economy is an effective strategy to overcome the sector-level barriers such as unseen 'glass ceilings' that limit women's integration and career advancement. Successful delivery of skills training requires a gender-responsive training curriculum and plan as well as sensitization of trainers on gender-responsive teaching techniques and language.

Regarding skills training in practice, the guide examines what can be done to improve the delivery of demand-driven skills training for women. To address barriers in access to training, an understanding of implementation-level challenges is critical, such as infrastructure, travel, safety of trainees, location of the training facility and lack of women in teaching/training positions. Practical advice is offered about how to carry out gender mainstreaming in every step of training, i.e. sourcing and mobilization of trainees, training delivery, assessment and certification, placement and post-placement. The guidance paper promotes a number of key practices:

- Conducting awareness campaigns and sensitization training practices to bridge the gender divide in society and the workforce during the period when sourcing jobs and mobilizing trainees;
- Sensitizing men and boys – who hold the majority among policymakers, sector leaders, employers, trainers and students – on gender equality and

developing their relevant capacities to address various challenges women face in their integration into the economy;

- Creating a comfortable and positive learning environment for women trainees through, for example, diverse teaching methods, infrastructure, women role models and gender sensitization of trainers;
- Prioritizing training related to science, technology, engineering and mathematics (STEM) for women and girls and improving their soft/life skills for work in emerging sectors;
- Enhancing women's acquisition of practical and industry-relevant skills through internships, apprenticeships, on-the-job training and mentorship;
- Empowering women through assessment and certification of skills that recognize women's existing skills and competencies;
- Building employment linkages for women, through partnerships with the private sector;
- Identifying 'glass ceilings' and other unseen barriers that hamper career development for women regardless of their achievements or skills, and addressing them through introducing the right human resources policies and conducting accessibility audits at companies to ensure that women have equal chances for employment;
- Providing post-placement support for women, e.g. integrating gender sensitization within the company culture, and supporting career progression through workplace coaching.

Lastly, a set of sex- and age-disaggregated indicators are suggested for stakeholders to track their performance. Gender-aware monitor and evaluation mechanisms are important to assess whether the skills development efforts produce desired outcomes.



Source: Disha



Throughout the guidance paper are step-by-step action points for gender mainstreaming in skills development in India. The action points are presented

in the appendix and the following list, with the aim of supporting practitioners working in the policy, design and implementation stages.

Box 1: Step-by-step action points

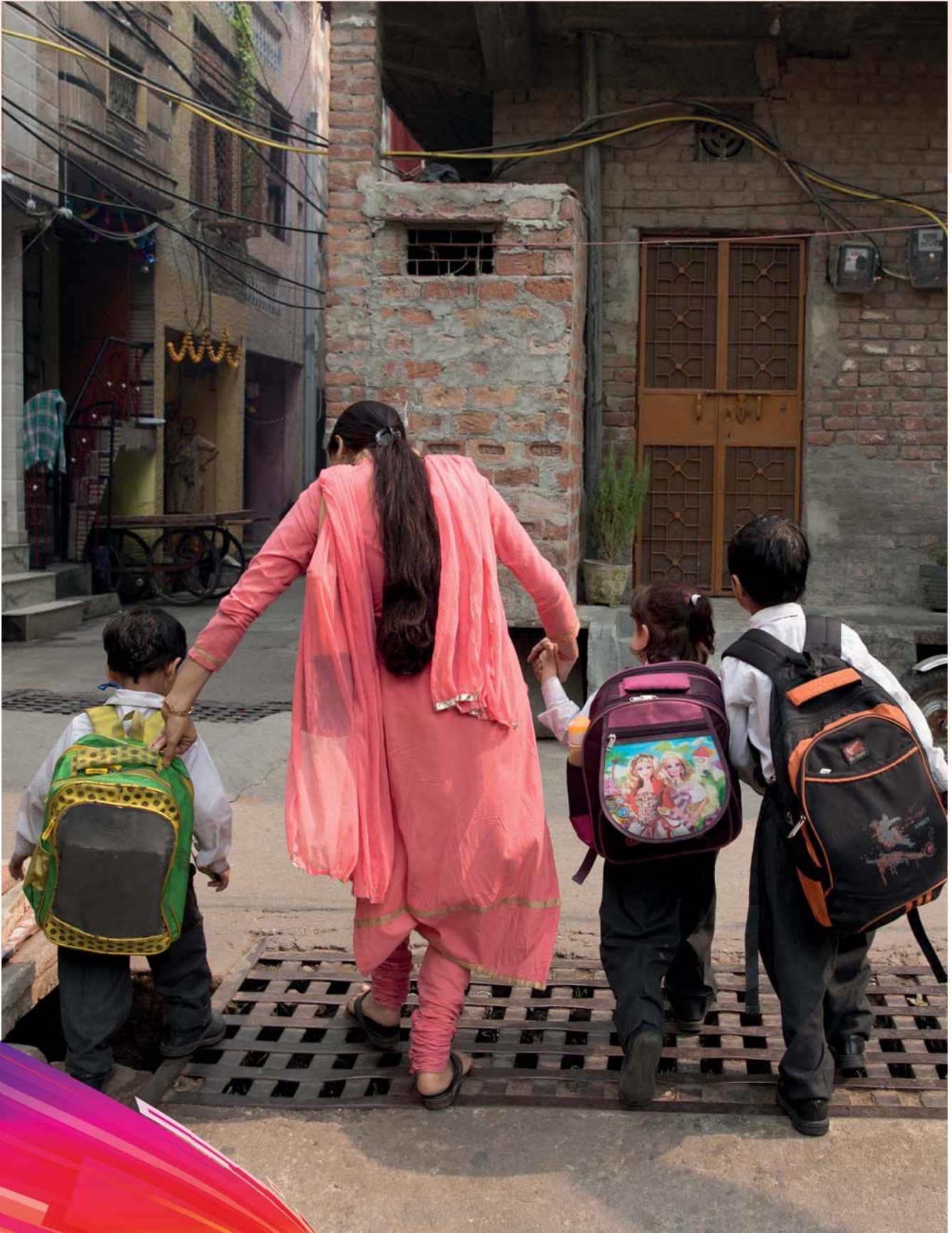
- Step 1:** Mobilize the political will to adopt gender mainstreaming in a holistic manner – in all stages and components of skills design and delivery
- Step 2:** Review national development plans, policies and strategies against key indicators of gender mainstreaming
- Step 3:** Ensure the programme/project has a dedicated budget for gender mainstreaming and apply ‘gender-responsive budgeting’
- Step 4:** Formulate occupational standards and qualification packs in partnership with the private sector and use gender-inclusive language
- Step 5:** Determine if the sector(s) has equal representation of women and men and plans to increase women in employment through skills acquisition
- Step 6:** Support the development of green skills and future skills that make the future more women-friendly
- Step 7:** Develop curriculum with a gender perspective to avoid perpetuating gender stereotypes
- Step 8:** Sensitize teachers and trainers to overcome biases and act as role models
- Step 9:** Conduct awareness campaigns and sensitization training to bridge the gender divide in society and the workforce
- Step 10:** Match women’s available skills and skill needs with education and training offers
- Step 11:** Create a comfortable and positive learning environment for women trainees
- Step 12:** Train young girls and women in a breadth of skills, including technical, STEM and soft/life skills
- Step 13:** Provide guidance to young girls and women on career paths and entrepreneurship
- Step 14:** Assess and certify the skills of women to increase their job prospects
- Step 15:** Introduce the right human resources policies and conduct accessibility audits at companies to ensure women have equal chances for employment
- Step 16:** Integrate gender sensitization into the company culture
- Step 17:** Introduce a gender-aware monitoring and evaluation system

The guidance and best practices informing gender mainstreaming in skills development in India have the potential to be implemented in other developing countries that share similar backgrounds, ultimately with the hope that women will no longer be ‘invisible’ in the economy but become key agents for change.

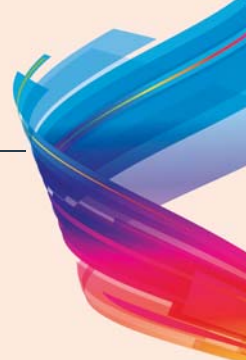


Context of Gender and Skills Development



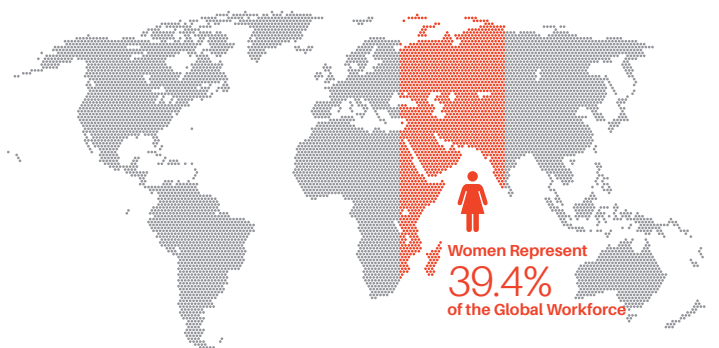


Source: Disha



Gender gaps in the global landscape

Decent, innovative and high-quality employment opportunities for women lie at the heart of solutions to many of the development challenges the world is facing today. Inclusive and sustainable growth can be achieved only if women have enhanced choices, access to resources and are empowered in their lives. This is closely linked to their integration into the labour force as skilled and competitive individuals, with equal pay for equal work, social protection and compensation, free from any harassment and violence, and with coverage by the necessary social security systems against vulnerabilities. Equal participation in managerial and high-level posts with decision-making power is also an imperative challenge.³⁰ More than ever, it is critical that sustainable and inclusive economies are created where women's knowledge, skills and labour are valued.



Despite the attention paid to advancing gender equality, however, gaps in the labour market remain large: women represent only around 39.4 percent of the global workforce³¹ and women's labour force participation rate stands at 49 percent, while the rate for men is higher by more than 27 percent.³² Many women remain in the 'invisible' side of the economy, doing domestic and vulnerable jobs, working on their own account or contributing to family work, especially in the informal sector.³³ The labour force participation for young women is 16 percent lower than for men.³⁴ In some regions, such as northern Africa and the Arab States, young women are almost twice as likely to be

unemployed than young men.³⁵ A gender pay gap is also evident: within the consumer industry, the gender pay gap is 49 percent; even in industries dominated by women such as health care, where women make up 51 percent of the workforce, the gender pay gap reaches 15 percent.³⁶ Occupational segregation in the form of women being confined to certain sectors and jobs, with lower status and pay, drives labour market gender gaps.

Occupational segregation is experienced globally. The gender disparity in certain sectors is striking, most notably in information and communications technology (ICT). In Southeast Asia, 80 percent of future jobs will require basic ICT skills, yet women's participation in ICT remains very low.³⁷ This lack of access to ICT is consequently limiting opportunities for equal and fair jobs, further aggravating the gender disparity in the tech sector.³⁸ Women are also severely underrepresented in key areas of ICT, accounting for 30 percent of total workers in the digital sector in the European Union.³⁹ Globally, the percentage of women in computing jobs within the ICT sector has been declining since 1991 – as of 2015, women held only 25 percent of all computing jobs.⁴⁰ Even among technology giants, the overall share of women in the workforce is low. The ratio of women working in technical positions is even lower; in Google, it was only 21 percent in 2018 despite its continuous effort to create a diverse workforce.⁴¹ These figures provide a glimpse into the size of the gender gap within the tech industries of developing countries.

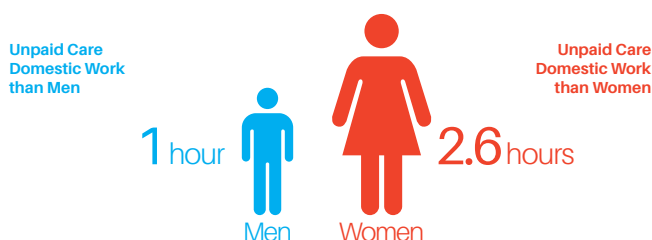
The situation is similar in architecture and engineering, where women represent only 11 percent of the workforce.⁴² In entrepreneurship, participation rates for men on average tend to be 50 percent higher than those of women in developing countries.⁴³ Women entrepreneurs face cultural and legal barriers such as discriminatory property laws and fewer inheritance rights, along with limited access to financial services, infrastructure and procurement opportunities.⁴⁴



Women also encounter barriers to advancement. In addition to ‘glass walls’ (horizontal segregation) that limit women to certain occupations, women also hit the ‘glass ceiling’ (vertical segregation) barrier to advancement, with limited career progression opportunities compared with men, who dominate the key decision-making positions in most sectors. Around the world, only 22 percent of the senior leaders in the business world are women, and women hold none of the senior leadership positions in 32 percent of enterprises.⁴⁵

Two key factors affect the discrepancy in opportunities, status and attitudes between men and women: gender bias in social norms and in education.

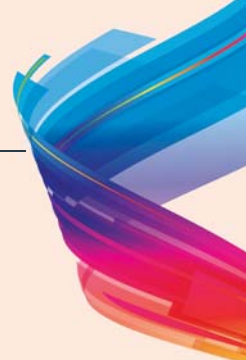
First, gender biases prevalent in society limit opportunities for women to realize their full potential. Invisible work such as subsistence economy work, household chores, and care for children and the elderly are perceived as duties mainly for women and girls.⁴⁶ Women shoulder a disproportionate share of unpaid care work, which goes unrecognized or undervalued: women do 2.6 times more unpaid care and domestic work than men do, aggravating women’s ‘time poverty’ and acute drudgery.⁴⁷ Around the world, 41 percent of work is unpaid; of this unpaid work, women perform three times the unpaid domestic and care responsibilities that men do. These imbalances underline persisting expectations often placed on



women to be the main providers for domestic and care responsibilities.⁴⁸ The unequal distribution of care work translates into gaps in time for paid work and systematically generates gender inequalities in market outcomes.⁴⁹

Secondly, gender gaps within sectors start early in education: only 30 percent of all students enrolled in STEM-related fields in higher education are women.⁵⁰ For instance, women comprised around 19 percent of students studying computer science, engineering and technology in higher education in the UK for three consecutive years between 2014 and 2017.⁵¹ Among the reasons why STEM and related subjects are not usually taken up by girls are the following: lack of investments for girls, lack of role models, need for more women in teaching and training positions, and gender socialization in the early years. Internalization of gendered behaviours and attitudes, along with gender stereotypes and societal expectations, steer girls away from STEM-related fields and limit their roles in the future.⁵²

The gender gap in STEM employment is linked to another tech-related disadvantage: the digital divide, which affects many areas of women’s lives. The digital divide limits women’s ability to effectively access information and utilize resources: there are some 250 million fewer women online than men.⁵³ In India alone, 13 percent of mobile owners who used the Internet in the last three months were women compared with 31 percent of men. In addition, only 19 percent of Indian women are aware of mobile Internet versus 41 percent of men.⁵⁴ Across Africa, nearly 25 percent fewer women compared with men have even basic access to the Internet.⁵⁵ Gender gaps in access to digital technologies are not only observed in developing countries, but also in OECD countries: an Internet usage gap is evident in countries such as Turkey (-16 percent), Italy (-6 percent) and Germany (-3 percent).⁵⁶ Due to lack of access to electricity and Internet services, many women have missed out on opportunities offered by the second and third industrial revolutions, and are disproportionately underprepared to benefit from the global digital revolution.



How can these interconnected sets of problems be addressed by policymakers and practitioners? One solution is gender mainstreaming in skills development.

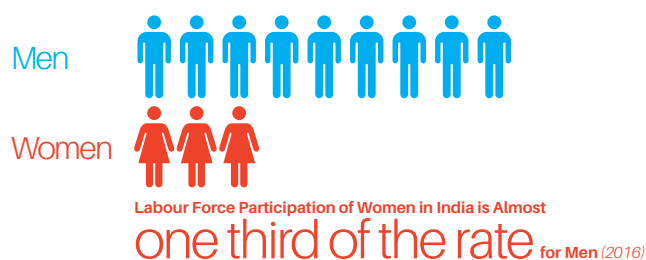
Gender mainstreaming denotes formulating, implementing and tracking the impact of programmes and policies in economic, social and political fields, with the goal of ensuring that benefits are spread equally across genders, and that inequalities are not perpetuated.⁵⁷ Mainstreaming gender in all policies and initiatives will strengthen equal opportunities for women and men in all spheres⁵⁸ and increase efficiency and impact. More specifically, economic empowerment solutions frequently require training and skills development. This is considered imperative to enlarging opportunities for men and women.⁵⁹ **Skills development** is defined as the acquisition of practical competencies, know-how and attitudes necessary to perform a trade or occupation in the labour market. It comprises the formal technical vocational education and training sector, as well as informal learning and non-formal learning.⁶⁰ Taken together, gender mainstreaming in skills development could open the pathways for empowering women and stakeholders in the labour market to overcome gender gaps in the workforce, as employees and managers as well as entrepreneurs.

To explore the potential of gender mainstreaming in skills development, this guide uses India as a case study. It begins with an examination of the potential of gender mainstreaming in skills development and provides a gender mainstreaming perspective on skills development. The guide continues with a macro-level policy analysis to understand the policy framework encouraging a gender mainstreaming strategy in skills design and delivery. Following the macro-level policy analysis, a sector-level analysis is conducted to identify ways to bridge the gender gap. The guide continues by providing an implementation-level analysis, which is critical to addressing the barriers women face in training access. It offers practical advice about how to mainstream gender in every step of training, and examines gender-aware monitoring and evaluation mechanisms that assess skills development outcomes.

Case of India – prospects and challenges

India is a special case in providing skills development for inclusive economic growth, employability and empowerment. In the last decade, India has shown an average 7 percent growth in annual GDP and remains one of the most rapidly-growing economies in the world.⁶¹ It is expected to have the largest workforce in the world by 2027, with around a billion individuals at working age.⁶² India also has a significant youth population, which peaked in 2010 reaching over 35 percent of the total population and is expected to remain around 34.3 percent through 2020.⁶³

To build on the demographic dividend of this young population and ensure their successful integration into the labour force, India has made skills development a policy priority. The country is planning to train 400 million individuals by 2022 to improve their employability and livelihoods.⁶⁴ Of this number, 150 million will be trained by the private sector.⁶⁵



Women in India will play a central role in the country's ability to achieve its ambitious skilling and employability targets. In 2016, women constituted 48.2 percent of the country's population⁶⁶ yet their labour force participation is only around 28 percent, almost one third of the rate for men.⁶⁷ This ranks low globally: in 2016, the country was ranked 135th out of 144 countries in terms of the participation rate of women to the workforce.⁶⁸ Exacerbating the challenge, women's labour force participation has experienced a 15 percent decline in the past 10 years. Furthermore, women in India earn approximately half of what men do, for the same

duties and tasks.⁶⁹ Unpaid domestic and care work put additional burdens on women: in India, women do three times more of this type of work than men.⁷⁰ In order for the country to achieve inclusive and sustainable economic growth, women need to be provided the enabling opportunities and access to play a more active and competitive role in the labour market.

One great challenge facing India is that the majority of the workforce is in the informal sector.⁷¹ Almost 94 percent of the total women workers in India are engaged in the informal sector, of which about 20 percent work in urban centres.⁷² Low-income women workers in the informal sector are a vulnerable group due to the irregular nature of their work and lack of bargaining power.⁷³ Among the limited opportunities available to women, most are low-paying, low-status jobs that do not offer the possibility of betterment, advancement of efficiency, or training to enable them to enter better jobs at a later stage.⁷⁴

Women also face social and cultural barriers. Low social value is attached to girls' education, for example, as they are considered as secondary income-earners. Gender roles dictate that women should primarily devote their time to household chores and child-rearing and, as a result, time available for skills training and economic activities is conditional and limited. Non-availability of safe, reliable and affordable public transport poses a huge challenge in terms of women's mobility. In addition, around 12 percent of women do not use the Internet because of negative social perceptions, and 8 percent due to lack of acceptance by family members.⁷⁵

Research finds that household income is negatively correlated with women's workforce participation; however, higher-level educational attainment does not always positively correlate with higher workforce participation. Consequently, improved stability in income and education achievements may not translate into higher labour force participation by women.⁷⁶

Less than one fifth of all women in India have received any type of skills training.⁷⁷ Many of the challenges describe above inevitably hinder access to and

availability of skills acquisition and, consequently, employment opportunities for women. Moreover, the situation needs to be improved even for the Indian women who are at present in the labour force. A wide range of barriers lower the learning and employment prospects for working women, including unequal division of household and care duties, weak implementation of maternal and parental leave policies, insufficient flexible work opportunities, as well as security and safety concerns about women going to school, training institutions or work.⁷⁸

In this context, the guidance paper and tools will approach India as a case study to explore how such challenges are influencing skills development and how they can be addressed in innovative and effective ways to increase women's labour market participation and opportunities.

Harnessing the potential of gender mainstreaming in skills development

The United Nations 2030 Agenda for Sustainable Development offers an opportunity to shift the world onto a more sustainable path, yet gender inequalities manifest themselves in every dimension of sustainable development. The cross-cutting nature of gender equality makes it an accelerator to the achievement of many of the Sustainable Development Goals (SDGs). Utilizing women's potential in the workforce is of vital importance in optimizing a country's human capital.⁷⁹

Investments in early education and learning pathway interventions for young girls not only contribute to increasing a girls' lifetime earnings and countries' overall GDP, but also critically impact their future opportunities for integration into the economy.⁸⁰ National education systems could improve the ties with education and skills training systems and also enhance alternate education



Source: Disha

pathways. This would help increase opportunities for girls to attain the skills demanded by the market, regardless of their age and pathway. It would smooth the transition to work for both in-school and out-of-school-girls.

Empowering women through skills provision is instrumental to achieving the gender-specific Sustainable Development Goals and their targets. The significance of ensuring equal access and elimination of gender disparities in vocational training is emphasized in **Goal 4 on quality education** both in Targets 4.3 and 4.5. These goals underline the importance of encouraging the introduction of a gender mainstreaming strategy in skills development. Furthermore, skills development has the potential to substantially increase employment for both youth and adults, opening doors to decent jobs and entrepreneurship as outlined by Target 4.4. Under **Goal 5 on gender equality**, this would drive Target 5.4's objectives in recognizing unpaid care and domestic work, encourage Target 5.A's reforms to give women equal rights to economic resources, and enhance Target 5.B's use of technology to promote the empowerment of women. Ultimately, skills development



will help achieve women's effective participation in leadership positions in economic life, Target 5.5.

Beyond gender-related targets, the impact of gender mainstreaming in skills development continues: it can also accelerate the achievement of other Sustainable Development Goals. Developing countries report a growing demand for skills related to the achievement of the global goals in areas such as affordable and clean energy as per Goal 7, industry innovation and infrastructure as per Goal 9 and sustainable cities and communities as per Goal 11, as well as other areas. For instance, employing a 'skills for employment approach' and prioritizing the provision of green skills to women has a multiplier effect on the relevant goals. Ultimately, achieving these goals has a broad impact on highly influential global goals such as combating climate change, ending poverty, peaceful and inclusive societies, and better public health outcomes, according





to Goal 13, Goal 1, Goal 16 and Goal 3, respectively.

Successful implementation of a gender mainstreaming approach in skills development requires strong industry and company involvement and transformation of the labour market to be more gender-responsive. The Women's Empowerment Principles set out by the United Nations Global Compact offer seven steps to guide businesses on how to empower women in the workplace, marketplace and community. The Principles emphasize the critical role of company-supported skilling initiatives such as vocational, IT and literacy training, which lead to higher inclusion and a more productive workforce.⁸¹

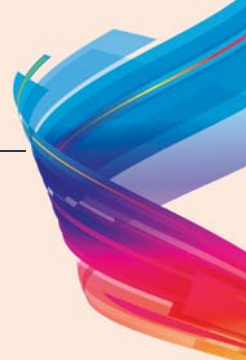
The private sector has the necessary capacity, expertise and know-how to help people, especially disadvantaged groups such as youth and women, to build the skills necessary for employment. Potential methods to contribute include sharing knowledge and insights on labour market needs, supporting training of trainers and curriculum development with industry practices, and smoothing the transition to work through offering on-the-job learning opportunities such as apprenticeships and internships.⁸²

The private sector also plays a pivotal role in creating a gender-responsive environment in the workplace by setting standards in terms of infrastructure and operational guidelines. Supported by UNDP, the Gender Equality Seal is a certification programme for public and private enterprises to close persistent gender gaps in the workplace. It is a collective effort engaging in governments, private sector companies and civil society to promote standards that empower women.⁸³ The Gender Equality Seal is awarded to companies that successfully complete the certification programme, recognizing their achievement as a gender-equal working environment.⁸⁴

Box 2: UNDP Gender Equality Seal for public and private enterprises

Over the last decade, UNDP has supported partners in 17 countries in Latin America and the Caribbean, Africa, Asia, and the Europe and Central Asia region to certify public and private companies that meet gender equality objectives. By incorporating a gender perspective into a company's overall management system, the Gender Equality Seal certification programme allows businesses to integrate comprehensive measures to transform their regulations, processes, operations, culture and corporate DNA, creating fairer and more decent conditions for workers. The aim is to develop a transformative company strategy that incorporates gender equality as an integral part of corporate governance and 'good business'. Participating companies commit to a number of actions:

- detecting and eliminating gender-based wage gaps;
- increasing women's role in decision-making in leadership positions;
- developing and implementing policies to improve work-life balance with shared social responsibility;
- increasing women's presence in occupational areas that are traditionally male-dominated, and men's presence in female-dominated areas;
- eradicating sexual and sex-based harassment in the workplace;
- using inclusive and non-sexist communication inside and outside the company;
- promoting women in business and cross-cutting gender equality along value chains.⁸⁵



Gender mainstreaming pathways in skills development

Gender mainstreaming in the design and delivery of skills development has great potential for improving women's employability and livelihoods. Acquisition of novel skills and higher levels of skills can boost women's participation rate in the workforce and help bridge gender gaps. This work requires a 'life cycle approach' to ensure programming and policies empower and recognize the value of women and girls at all stages of life from early childhood to adulthood. The life cycle approach includes providing basic and secondary education to girls; securing out-of-school girls' and women's participation in vocational education, training

and apprenticeship frameworks at all levels and in all fields (especially in sectors and industries traditionally dominated by men); safety and mobility and offering equitable lifelong learning opportunities to women of all ages.⁸⁶ Sufficient skills training opportunities, specifically on-the-job training and apprenticeships, could facilitate the transition to work for young women, particularly for first-time employment.⁸⁷ Learning and training opportunities should be matched with women's availability, and support from men to shoulder an equal share of household and care duties must be built. As such, targeted interventions are required for young women to be able to tap into vocational and on-the-job training and apprenticeship opportunities.⁸⁸

Gender mainstreaming also has the potential to increase entrepreneurship opportunities for women. In this male-dominated area, women often lack access to credit or loans to advance their businesses: in India, only 26



Source: Disha

percent of women have a bank account and only 7.3 percent of the total credit in the Indian financial system is credited to women.⁸⁹

There are a number of pathways for gender mainstreaming in skills development:

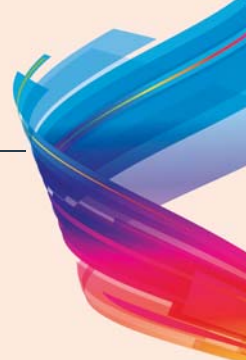
- engaging men and boys as well as communities to create an enabling environment for girls and women to study and work;
- increasing public provisioning for essential services and infrastructure necessary for gender equality in all training and work-related environments;
- providing necessary social security, welfare nets and public services and infrastructure to assist women in employment, in order to safeguard against different vulnerabilities and provide protection against exclusionary shocks;
- addressing sectoral or context-specific barriers to gender equality in the sectors;
- enhancing women's equal access to career advice, skills training and placement opportunities, as well as measures to ensure that women are able to realize them;
- advocating to employers for equal opportunities in jobs, occupations, policies and corporate governance;⁹⁰
- addressing patriarchal attitudes that enable and perpetuate the continuum of violence against girls and women in private, public and work spaces, and taking adequate safety measures to address concerns.

Guide and tools

The overall objectives of this publication, *Gender Mainstreaming in Skills Development: Guidance Paper and Tools*, are to:

- empower women and girls through new skills and capabilities, leading to better jobs and livelihoods, enriched choices and, ultimately, more fulfilling lives;
- increase the participation of women in the labour force, especially in industries and occupations traditionally dominated by men through targeted skills delivery;
- leverage skills development to overcome gender biases and to achieve decent career progress for both men and women.

This guidance paper will offer policy and practical advice based on good practices for gender mainstreaming in skills development at the policy, sector and implementation levels. The associated tools will help practitioners to follow gender-responsive skills training practices and ensure an effective and empowering learning process for women.



THE GLOBAL GOALS

For Sustainable Development



1 NO POVERTY 	2 ZERO HUNGER 	3 GOOD HEALTH AND WELL-BEING 	4 QUALITY EDUCATION 	5 GENDER EQUALITY 	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY 	8 DECENT WORK AND ECONOMIC GROWTH 	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 	10 REDUCED INEQUALITIES 	11 SUSTAINABLE CITIES AND COMMUNITIES 	
12 RESPONSIBLE CONSUMPTION AND PRODUCTION 	13 CLIMATE ACTION 	14 LIFE BELOW WATER 	15 LIFE ON LAND 		
16 PEACE AND JUSTICE STRONG INSTITUTIONS 	17 PARTNERSHIPS FOR THE GOALS 				

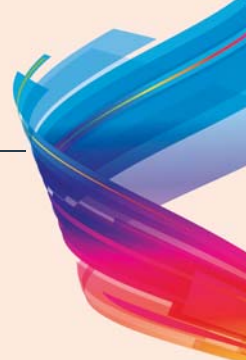


Understanding Policies and Legislation Influencing Gender Mainstreaming





Source: Disha



This section discusses the formulation of gender-responsive skills development policies, addressing the following questions:

- Why is a gender mainstreaming approach useful for designing policies on skills development?
- What are the key principles regarding gender mainstreaming in education and training policies?
- Are there existing linkages with other policy spheres?

The section starts with a brief overview of existing policy frameworks and examines key policies that encourage a gender mainstreaming approach in skills development in India. It analyses related policies and strategies and explores how they could benefit from integrating a gender perspective. This section also describes why it is important for programmes and projects to have a gender-responsive budget to finance implementation. Finally, it calls for the use of gender-inclusive job definitions to support the inclusion of women in the labour force.

Integrating gender mainstreaming strategies into policy design

In 1997, the United Nations defined gender mainstreaming as “the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels”, noting that “the ultimate goal is to achieve gender equality”.⁹¹ With this in mind, the current work involves taking a holistic approach to developing and implementing effective and coherent policy responses to various interconnected challenges encountered in skilling women. As highlighted in the G20 Training Strategy, the challenges, such as lack of skills acquisition, employment and entrepreneurship opportunities for women, are multidimensional and need to be addressed in every policy and programme.

Global framework

The key global framework documents that inform gender mainstreaming in policy design are the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Beijing Platform for Action and the Sustainable Development Goals. These documents encourage the governments to invest directly in the rights of women and girls, and support gender mainstreaming initiatives, in order to achieve substantive equality, particularly for those from marginalized communities.

- **Convention on the Elimination of All Forms of Discrimination against Women:** Known as the women’s international bill of rights, CEDAW articulates equality and ways to achieve it. To ensure these rights, it established agendas for national action towards improving the situation of women around the world.⁹² It has been ratified in 189 states, and is a defining document for gender equality.⁹³

I The Beijing Declaration and Platform for Action: This was the first global commitment to gender mainstreaming as a methodology for achieving women’s empowerment, with suggested interventions and actions in 12 critical areas by all actors. Implementation of the Beijing Platform for Action suggests that “an active and visible policy of mainstreaming a gender perspective” into all policies and programmes should be promoted so that before decisions are taken an analysis is made of the effects on women and men, respectively.⁹⁴

I The Sustainable Development Goals: The SDGs recognize that gender equality is both a goal in itself (Goal 5), and also a condition to the achievement of other goals. It recognizes that achieving gender equality and the empowerment of women and girls will require more vigorous efforts from different stakeholders, including the reform of legal frameworks, to counter the deeply rooted gender-based discrimination such as patriarchal attitudes and social norms.⁹⁵



States should work towards the localization of global gender equality commitments by integrating them into national development plans and related policies, legislation and frameworks. Responsibility and resources for the achievement of gender equality across goals and targets should be clearly defined and open to public scrutiny. National statistical offices, as well as national gender equality mechanisms, should be centrally involved in these processes and be properly resourced to fulfil their role.⁹⁶ Governments should also engage with external women’s rights organizations to define and evaluate priorities and strategies for gender-responsive implementation.⁹⁷

India is a signatory of all three of these frameworks. In India, gender mainstreaming shows great potential for becoming an integral part of economic and social development. Gender mainstreaming is encouraged by legislation, though the concept still needs cultivation. There are efforts to incorporate such learning into institutions; however, traditional and patriarchal forms of management are still challenges in creating more gender-responsive institutions.⁹⁸

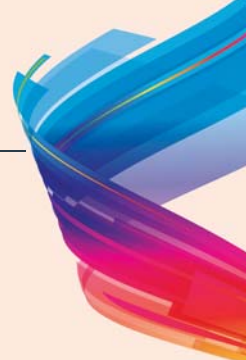
As a State party to CEDAW, India received Committee recommendations to strengthen education by making schools girl-friendly; increasing security for girls in risky areas; increasing education opportunities for marginalized, disadvantaged and conflict-affected girls; improving the capacity of the system through regular gender sensitization and eliminating gender stereotypes from teaching and training materials.⁹⁹ These recommendations are also relevant for skills training programmes. The Committee also underlined the need to address labour market inequalities.¹⁰⁰ In addition to CEDAW, the Beijing Platform for Action and the SDGs call for efforts to mainstream gender in policy design. India’s policies are key in operationalizing the normative commitments outlined by the calls to action of all three commitments.

Successful integration of gender mainstreaming in skills development and employment requires a comprehensive understanding of the context of gender inequality. Women are not a homogeneous group, and religion, caste and other social factors may have an influence on education, training and working conditions.¹⁰¹

Key domestic policies

India has a number of domestic policies that advocate and create an enabling environment for working women:

- I National Policy on Empowerment of Women (2001):** The policy aims to enhance women’s empowerment through active engagement with various stakeholders. It highlights the importance



of creating economic and social policies enabling women to reach their full potential. Gender mainstreaming is listed as a key objective in the policy, which prescribes that “wherever there are gaps in policies and programmes, women specific interventions would be undertaken to bridge these”. This necessitates that laws, sector policies and programmes of action reflect women’s issues and concerns.¹⁰² Since the formulation of the policy, the discourse on women’s empowerment has gradually evolved and awareness of gender equality has grown. This has strengthened gender mainstreaming efforts, increased engagement of women in the development process, and created more opportunities for women’s empowerment. One result was a call to improve legislation that led to the Draft National Policy for Women (2016).

I National Policy for Skill Development and Entrepreneurship (2015): This policy¹⁰³ specifically recognizes the importance of skilling women in non-traditional roles and increasing gender sensitivity in the workplace in India. In addition, it emphasizes the importance of promoting entrepreneurship among women.¹⁰⁴

I Draft National Policy for Women (2016): This policy¹⁰⁵ arose from the need to address the persisting socio-economic problems women face so that gender equality and women’s empowerment can be recognized. In particular, the policy emphasizes the urgency to expand new work opportunities for women and increase the number of educated, career-aspiring women entering the workplace. It also highlights the paramount importance of investment in basic social infrastructure and services such as education, health, food security and nutrition, social protection, legal empowerment and poverty alleviation programmes to advance women’s rights. The policy also emphasizes the need for an effective framework to enable the process of developing policies, programmes and practices in order to ensure equal rights and opportunities for women.

I Maternity Benefit (Amendment) Act (2017): This landmark amendment to the Maternity Benefit Act in India includes key changes to increase paid maternity leave from 12 weeks to 26 weeks and 12 weeks for surrogate mothers and mothers adopting a child below the age of three months. Changes in the Act also include the provision of work from home options after the expiration of maternity leave and mandatory day-care facilities for employers with more than 50 employees.¹⁰⁶ More work is needed to convince the private sector to embrace this policy.

Seventeen steps are provided to help users of this guidance paper implement gender mainstreaming in skills development. Each step is inserted when its topic is covered.

Step 1: Mobilize the political will to adopt gender mainstreaming in a holistic manner - in all stages and components of skills design and delivery¹⁰⁷

Are there any legislative or regulatory barriers to women engaging in productive work or men undertaking family duties?	Y / N
Are there government-supported, accessible, quality childcare services?	Y / N
Are relevant policies and strategies for economic development gender-responsive, and are they conducive to women’s integration in the market?	Y / N
Has the government taken affirmative action to incentivize women’s participation in the workforce (e.g. setting targets, goals or quotas for women’s participation in sectors/ activities)?	Y / N
Is there a gender-responsive budget in place for government to implement gender mainstreaming policies?	Y / N

Aligning supporting policies with gender mainstreaming legislation

Economic and social policies have the potential to either reinforce gender disparities or improve gender equality and equal opportunity in the workforce. Technology and industrial policies can directly or indirectly influence women's position. Government, national organizations, and enterprises are active stakeholders in tackling pervasive multidimensional gender disparities and socioeconomic barriers. In India, the skills development ecosystem would benefit from policies that more clearly articulate targets and strategic actions for equality, empowerment and agency of women, based on regular analysis.

Skills development is a widespread effort with many dimensions; for example, it is a common ingredient in industrial and agricultural policies and programmes. Gender mainstreaming in skills development is cross-cutting, and requires that all related policies adopt a gender equality perspective. Education and training policies need to offer an encompassing way to empower women in acquiring and deploying their skills and advancing in their careers. Progress cannot be achieved without ensuring adequate access to basic education for young girls and ideally the completion of the secondary education.¹⁰⁸

In India, the policy for skills development and entrepreneurship explicitly targets the challenges faced by women in developing their skillsets and, in so doing, recognizes women's potential to help achieve the training of 400 million people in India by 2022.¹⁰⁹ The policy includes a combined set of interventions, such as providing flexibility in training locations and times, reserving space for women in training and apprenticeships, training more women trainers, and ensuring a gender-responsive job market and work

environment followed by decent and equitable remuneration.¹¹⁰

Analysis of schemes

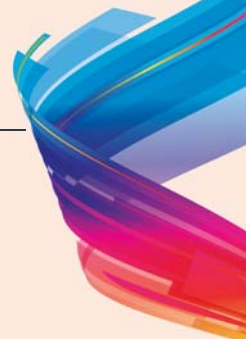
Some 39 skills development schemes and training programmes are administered or supported by the central ministries of the Government of India. In research for this guidance paper, 14 of them were selected in order to assess the level of gender mainstreaming. They were selected according to their importance in terms of geographic coverage, industry-relevance, incentives and support services to a wide range of beneficiaries residing in rural and urban areas. The programmes were reviewed against five criteria, namely:

- a) equality in access to employment,
- b) equity,
- c) gender sensitization in skills policy planning and delivery,
- d) availability of sex- and age-disaggregated data in skills development, and
- e) gender-responsive environment and learning opportunities.¹¹¹

See this note for a list of the schemes analysed.¹¹²

According to the analysis, the schemes **partly** incorporate the gender equality component in the planning and implementation stages. Most schemes have a gender-specific target, either in absolute terms or percentage, with 33 percent of the total beneficiaries being the set target for most of the schemes. However, there are schemes that do not have explicit gender-based targets. All skills development schemes and training programmes should have clearly articulated gender equality strategies and targets to achieve gender parity.

In India, where women have not been historically encouraged to join the formal workforce,¹¹³ it is vital to have clear strategies and incentives (such as exemptions and special arrangements) for women, while not disregarding men in the process. Some of the skills development schemes provide concessions to women in terms of fee reductions and relaxations in



age-limits, such as Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), Entrepreneurship Development Programmes. This is noteworthy as such allowances would potentially accelerate equality between men and women.

Many of the schemes reviewed are exclusively women-centric or highlight women as a major target group in their guidelines and operating procedures, such as Support to Training and Employment Programme for Women (STEP) and the Craftsmen Training Scheme. By targeting women, these schemes explicitly and effectively ensure that women are reached with opportunities for integration into the labour force. Some of the programmes such as Nai Roshini, Mahila Coir Yojana, the Agri-Clinic and Agri-Business Scheme, and the Scheme for Skill Development in ESDM are women-friendly in that they offer flexible learning opportunities and support services for women seeking employment or skill training in traditional and non-traditional trades.

Data that is disaggregated by sex and age can be used to inform planning, design and implementation and make schemes more women-friendly. However, most of the 14 skills development schemes and training programmes analysed do not use sex- and age-disaggregated data or have targets that would drive them to acquire such data. Sex- and age-disaggregated data according to trade or occupation is particularly hard to find, which makes it difficult to effectively capture the gender situation in a particular trade or sector. The recommendation is to set up and strengthen the data-collection and compilation process, which would more accurately reflect the situation from the gender equality perspective. Another step to ensure gender equality is to encourage gender sensitization among all stakeholders, policy makers, families, male and female trainees, trainers, managers and male and female employees as well as various units in companies such as human resources departments.



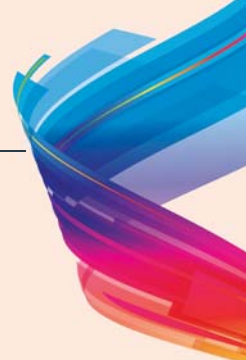
Source: Disha



Box 3: Women's empowerment initiatives

India has a wide variety of programmes and initiatives for women's empowerment through various ministries and institutions, including the following examples:

- I Support to Training and Employment Programme for Women:** The STEP scheme provides technical and soft skills to women over the age of 16 for their employability, self-employment and entrepreneurship.¹¹⁴
- I Beti Bachao, Beti Padhao (Save the Girl Child, Educate the Girl Child):** A major Government of India initiative targets improving the skewed child sex ratio, the number of girls per thousand boys between 0-6 years of age, and women's empowerment in a life cycle continuum. The main goals of the initiative are to reduce gender-biased sex selection and empower women through education and literacy. The strategies involve mass advocacy, communication and awareness campaigns to change mindsets and implement multi-sectoral action. With the aim of reducing risks and sustaining improvements, the initiative considers the broader survival, protection and education needs of the girl child in all 640 districts of the country.¹¹⁵
- I Rashtriya Mahila Kosh (RMK):** RMK is a national-level autonomous organization under the Ministry of Women and Child Development for providing microfinance to women through loans to NGO microfinance institutions that are lending to women's self-help groups. RMK has widened its network and reach through nodal agencies and franchisees to increase the availability of microfinance for women's livelihood generation and economic activity. RMK-enabled microfinance also helps increase women's productive capacities through increasing their access to skills and capacity development.¹¹⁶
- I Swawlamban:** The goal of the scheme is to provide skills training in modern and traditional sectors to poor and marginalized women from disadvantaged social groups to improve their employment prospects.¹¹⁷
- I Mahila E-haat:** Established in 2016 under the Ministry of Women and Child Development through RMK financing, the platform connects women entrepreneurs' self-help groups, NGOs and their enterprises to buyers directly through a web-based digital store. The platform envisions benefiting more than 125,000 women towards their financial inclusion.¹¹⁸



Step 2: Review national development plans, policies and strategies against key indicators of gender mainstreaming



Does the national development plan (policy or strategy) emphasize the importance of women’s education and training for successful integration into the workforce?	Y / N
Does the national development plan (policy or strategy) have sex- and age-disaggregated targets?	Y / N
Does the national development plan (policy or strategy) include efforts/plans/affirmative action to address gender-related barriers?	Y / N
Is there a comprehensive gender mainstreaming policy or strategy in skills development that articulates targets on gender, equality, equity, empowerment, agency and data?	Y / N

Financing to support skills acquisition by women

Skills development is a resource-intensive effort. People from disadvantaged backgrounds often require not only technical skills, but also soft/life skills. In addition, their success can be greatly enhanced through additional support mechanisms such as affordable accommodation and transportation options, assistance for opening a bank account, and guidance on registering in formal education or social security. To achieve the desired result of employment, training programmes targeting disadvantaged groups may also need to consider supporting investments.

Sources of financing

The main sources of financing for training include the following models, along with any combination of these sources: public (government) funding, employer funding, fee-based funding, project-based funding, corporate social responsibility (CSR) funding and innovative funding.¹¹⁹

Government-funded modalities are still predominant, and public authorities aim to increase skills acquisition for women through scholarships, low-cost courses and other financial incentives. These are necessary, but not sufficient to deliver market-relevant skills at scale.

Employer-funded modalities can empower women through securing a way for them to acquire skills without excessive financial burden, and through securing employment after training. In this option for private training, providers charge companies that hire successful trainees, and in this way the companies pay for the training. The private sector is the final beneficiary of the skilled workforce; thus, it makes business sense for companies to invest in the skills of their future employees. The issues of attrition and retention remain a challenge for such modalities, however, along with

private sector buy-in. Companies should also invest in a diversified workforce and ensure improved job quality in the market.

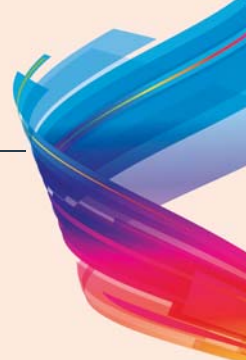
Fee-based modalities produce effective results for higher-end skills and well-paying jobs; however, fee-based training with no financial support can be challenging to implement, especially for disadvantaged women. Fee-based programmes work better for women when they include financial literacy in their curricula and cooperate with financial inclusion programmes. Several models can help women meet their more immediate skills needs and access employment more rapidly, including traditional microcredit schemes for training as well as new innovative approaches such as crowdfunding and peer-to-peer lending. Also, to ensure that fee-based modalities are more gender-friendly, providers of training can allow payment through instalments and offer discounted fees for women. These options could be combined with other sources of financing to waive fees for the most disadvantaged trainees, or to request a symbolic amount from the first salary of their new job.

Project/CSR-based financing is another way to alleviate the financial burden of skills training. The Companies Act, 2013 and the CSR Rules (The Act) in India requires companies that meet Section 135 criteria¹²⁰ to spend two percent of their average net profits on CSR programmes. In response to this regulation, the National Skill Development Corporation (NSDC) and relevant stakeholders are exploring opportunities to utilize CSR funds for skills training. A Corporate Social Responsibility (CSR) Skills Fund is to be set up as the vehicle that seeds funds and pools resources to make CSR investments. Under this arrangement, companies willing to provide CSR funds for skilling activities will benefit from matching grants. Companies, through channelling their social responsibility funds to education and training of women, could achieve the double bottom line (a measure of their performance in terms of positive social impact).¹²¹

New and innovative ways of financing could also generate more funding for women's education and training. Impact investors increasingly see skills development as a viable area for investing. Acumen, for example, has contributed funds to Labournet to skill individuals working in the informal sector as part of its \$32 million impact investment fund allocated to India.¹²² Labournet has also received financing from the Bill & Melinda Gates Foundation for skilling informal workers and helping with their transition to the formal economy.¹²³ Similar funds could be leveraged for the training of women. Crowdfunding platforms are becoming more common in skills delivery, such as the NSDC-supported Milaap initiative, in which women are also among the beneficiaries. Donor financing seeking lasting impact and local capacity building also has the potential to expand women's access to skills acquisition opportunities.

Gender-responsive budgeting

Regardless of the source of funding, policies, programmes and projects should feature a gender-responsive budgeting strategy. Gender-responsive budgeting changes budgetary policies and processes so that expenditure and revenue take into account the differences, inequalities, needs and rights of men and women.^{124,125} Many governments adopt gender-responsive budgeting in their fiscal policy to strengthen women's role in the society and the economy.¹²⁶ They take a life cycle approach to education and skills training (recognizing the value of women and girls at all stages of life) and implement multipronged strategies, such as cash transfers, to ensure basic literacy and completion of the secondary education as a first step. At all levels, skills training interventions need to follow this gender-responsive allocation of resources to ensure that all programme/project components required for women's participation have the necessary funding and implementation plan in place. While there may be a willingness to reach more women through skills training, specific targets need to be set.



Furthermore, the gender-responsive budget should employ a more extensive plan that goes beyond funding of training. The budget should also include funds for increasing the gender competencies of trainers, their knowledge about gender-responsive training techniques and their use of gender-inclusive language. Efforts to promote gender equality to men should also be part of the budget, with activities via training programmes or additional tools that contribute to transforming the labour market and enabling women and men to enter equally.

Step 3: Ensure the programme/project has a dedicated budget for gender mainstreaming, and apply gender-responsive budgeting

Does the programme/project account for the cost of training women?	Y / N
Does the programme/project allocate a budget to offer quality day-care services?	Y / N
Does the programme/project allocate a budget to promote gender equality via training programmes or additional tools?	Y / N
Does the programme/project dedicate resources to offer safe transportation options to women to commute to the training centres?	Y / N
Does the programme/project offer any financial or in-kind support for the accommodation of women trainees?	Y / N
Which sources of funding will the programme/project use? Have blended financing models been explored?	Y / N

Developing gender-inclusive occupational standards and job definitions

Occupational standards and qualification packs are formulated to create benchmarks, first for the design of training programmes and, later, for the development of curriculum.¹²⁷ Qualification frameworks need to be dynamic to reflect the latest practices in the industry and changes in occupations; they must also ensure that gender inequalities are not ingrained in the frameworks.

Qualification systems in general and occupational standards and qualification packs in particular should be gender-inclusive. However, the standards should also consider that men and women are subject to different psychological and physical risks in the same jobs and work tasks.¹²⁸ The key point is not to introduce or reproduce any gender inequalities in the qualification frameworks. Where appropriate, use gender-inclusive language to avoid unintentionally reproducing gender-based stereotypes. In the end, job standards and qualifications reflect the knowledge and skills required for an occupation and whether a person possesses the necessary skill set and education background to perform it – irrespective of gender.

Step 4: Formulate occupational standards and qualification packs in partnership with the private sector and use gender-inclusive language

Is there strong industry engagement in the development of qualification packs and job roles?	Y / N
Do occupational standards and job definitions use gender-inclusive titles (e.g. ‘chairperson’ versus ‘chairman’, ‘salesperson’ versus ‘salesman’)?	Y / N
Were the occupational standards and job definitions using gender-inclusive phrases and pronouns? ¹²⁹	Y / N

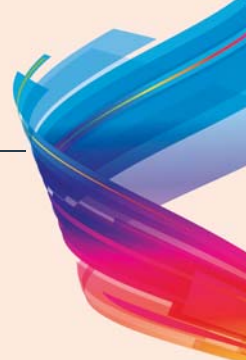


Sector-level Analysis of Gender Mainstreaming





Source: Disha



This section will examine the gender imbalance between men and women in labour participation in different sectors and identify opportunities for bridging the gap at the sector level by providing skills training to women.

In India, the agriculture sector is the largest employer of women, who comprise 56 percent of the sector's workforce.¹³⁰ Women account for 25 percent of the workforce in the services sector¹³¹ and only 17 percent in the remaining industries.¹³² Women are underrepresented in manufacturing, with many sliding into the traditional and light manufacturing jobs such as food-processing, garment manufacturing, crafts and retail trade due to financial and marketing constraints.¹³³ Women's participation is still low in the formal sector and a majority of Indian women work in the informal sector.¹³⁴ A sizeable section of women in India engage in informal employment¹³⁵ in formal and informal sectors and households doing unpaid work, performing domestic duties, and engaging in casual, contractual or marginal labour at farms and factories.^{136,137}



Most women entrepreneurs have difficulty in accessing resources, often limited by gender-biased attitudes that favour men over women. As a result, around 79 percent of the women-owned businesses are self-financed.¹³⁸ Several factors make it harder for women to build strong industry networks that would allow them to start establishments in the traditionally male-dominated, non-agricultural economic activities such as manufacturing, mining and quarrying, and construction: a) lack of confidence from financiers, b) inadequate marketing skills and knowledge and c) safety and security concerns, which hinder mobility.¹³⁹

This section will first look at the performance in industries where women are traditionally underrepresented and seek innovative ways to bridge the skills gap. It looks next at emerging industries such as the green industry and technology industry and explore what new skills are in demand and how to ensure women are not left out, for example, in learning to apply skills such as creating value from waste and ethical trade. The section also provides notes on the importance of a gender-responsive curriculum and sensitization of trainers in the design phase of skills training.¹⁴⁰

Analysing the sectors

Gender segregation is on the rise. Across all sectors, the global average gender segregation has increased in the last decade from 15 percentage points to 20.5 percentage points.¹⁴¹ Globally, sectors such as education, health and social work have the highest relative concentration of women, followed by wholesale and retail trade. By region, Eastern Asia, South-Eastern Asia, and the Pacific drive this trend of high concentrations of women in wholesale and retail trade.¹⁴² These trends are particularly true in India, where women's representation and overall employment numbers are notably high across education and retail trade sectors in both urban and rural areas.¹⁴³

Segregation is even larger in certain sectors. In developed countries such as Australia, women represent less than 16 percent of the mining industry and the construction industry. Around four out of every five people working in public administration and safety are men. In Canada, women are largely absent from construction, forestry, fishing, mining and oil and gas. In the United States, about one out of 10 positions in the construction and repair and maintenance industries are occupied by women; in the logging industry, only one out of 30 positions are held by women.¹⁴⁴ Regardless of a country's level of development, construction, transport, storage, communication, public administration and defence have the highest relative concentration of men in all regions.¹⁴⁵ Women remain

severely underrepresented in a wide range of sectors, and the overall level of development of a country is insufficient to bridge the gender divide.

Gender segregation is not only by sector, but also by occupational group. Occupational segregation is expressed as gender divides across entire sectors, which necessitates a collective approach by the private sector – with their peers, suppliers, distributors and all other partners on the value-chain. In developed countries, total occupational segregation has reached 30.4 percentage points – almost twice as large as in emerging countries. Similar segregation patterns can be found between emerging countries and developed countries, albeit to different magnitudes. In both country groups, men are concentrated in craft and related trades workers, plant and machine operators, and managers while women are concentrated in services and sales workers.¹⁴⁶

Skills training could be an initial and key step to empower women in industries that have traditionally excluded women. For women’s equal participation, required action includes raising awareness and taking actions that target sectoral and occupational segregation. Setting targets to increase women’s participation in sectors where they remain underrepresented is also critical. South Africa provides a case example: The Chamber of Mines of South Africa has proactively set targets to increase women’s employment in the sector, specifically focusing on skills building. Interventions include scholarships, on-the-job learning opportunities, adult education and training as well as artisan training. The organization also adopted the South African Mining Charter in 2004, which features the goal of having 10 percent women in key mining occupations in the following five years. Ten years after this goal was set, women’s participation in the sector was 18 percent, slightly higher than the rates in Australia and the United States.¹⁴⁷

An important role will be played by sector bodies. The sector skills council or sector education and training authority, for example, must take steps to bridge skill gaps and ensure the availability of a skilled workforce for the industry at hand. Chambers and business associations may also take up this role. These authorities need to:

- ensure that the sector skill strategies and plans incorporate explicit targets and effective approaches for skilling and employing women;
- raise awareness among women of the different options in skilling and development;
- take proactive approaches to attract women’s participation in underrepresented areas, particularly in emerging sectors such as technology and the green economy.

Step 5: Determine if the sector(s) has equal representation of women and men and plans to increase women in employment through skills acquisition¹⁴⁸

Is sex- and age-disaggregated data available for the sectoral labour market?	Y / N
Is there a mechanism at the sector level to determine the skill needs of women?	Y / N
Do sector skill strategies and plans reflect women’s needs, wants and aspirations?	Y / N
Does the sector assess its current and future human needs, with special focus on increasing women’s participation?	Y / N
Does the sector collaborate with the government and training providers on skills development targeting women?	Y / N



Source: Disha

Making the future more women-friendly

Rapid technological innovations and digitalization have both favourable and unfavourable consequences. Analysis of tasks, jobs and current employee profiles suggest that women are more likely to lose jobs than men as automation increases: an estimated 1.4 million jobs will be lost due to automation by 2026, and around 57 percent will belong to women.¹⁴⁹ This could aggravate the gender disparity in employment, especially in the tech industry and green economy, which have already seen uneven employment rates between men and women. With adequate reskilling of women in the workforce in these two areas, however, the Fourth Industrial Revolution could be an opportunity for change towards ensuring gender equality.

Digitalization and automation initiate substantial changes across sectors. The emergence of smart factories, the Internet of Things (IoT, the concept of connecting any device with an on and off switch to the Internet, and/or to each other) and cloud computing

highlights the importance of acquiring a broader range of skills, particularly skills focusing on the competitive advantage of human beings.¹⁵⁰ In the new era of digital transformation, there is a growing need for a mix of skills, such as core fundamental skills like literacy, numeracy and academic skills, financial and entrepreneurial skills, and increasingly, digital and coding skills.¹⁵¹ Skills in STEM fields, life skills and soft skills are increasingly important assets. It is the specific combination of generic knowledge, soft skills and digital skills that will make people successful in the digitized workforce.

Successful reskilling should actively enhance girls' and women's participation in STEM education.¹⁵² Between 2014-2016 in 110 countries and dependent territories, women comprised only around 30 percent of students who pursued STEM-related fields of study in higher education.¹⁵³ Their enrolment was strikingly low in ICT (3 percent), natural science, mathematics and statistics (5 percent) and engineering, manufacturing and construction (8 percent).¹⁵⁴ Increasing girls' and women's interest in STEM education will require efforts at the individual level, family and peer level, school level and societal level.¹⁵⁵

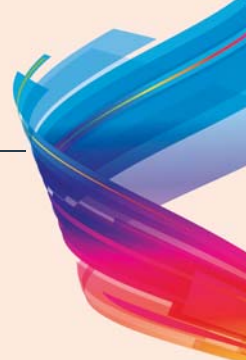
With adequate reskilling, 95 percent of the workers facing immediate risk of losing jobs would be able to find employment at the emerging sectors.¹⁵⁶ To ensure inclusive employment, skills training targeting women should emphasize the ability to learn new skills, and provide opportunities for women to gain relevant work experience and gain access to employment entry points in the emerging sectors. To keep pace with change, education institutions and skills training providers must ensure that training and school curricula align with the demands for different skills in the labour force of the future. It is also important for governments and the private sector to identify labour market indicators that point to specific current and future skills needs, and take immediate action to ensure inclusive policies, strategies and programmes; if not, they risk exacerbating inequity.

The emerging green economy is creating a growing market for skills in developing countries in areas such as clean water and sanitation, clean energy and health. These new jobs present new opportunities to avoid traditional gender roles in favour of equality for men and women in a skilled workforce. However, if decision makers fail to anticipate the transformation coming with the green economy, existing gender inequalities may persist if there are no appropriate social policies in place.¹⁵⁷ While future jobs in the green economy present opportunities for women, existing related sectors have often excluded women due to gender-segregated employment biases and discrimination. Women have been traditionally marginalized in the energy sector, accounting for less than 6 percent of technical staff and below 1 percent of top managers.¹⁵⁸ Some 50 million green jobs are expected to be created worldwide in the next 20 years in industries such as renewable energy, water and sanitation infrastructure and green housing.¹⁵⁹ It is imperative to adopt adequate social policies to support women to gain the skills necessary to work in the green economy.

In addition, the green economy is linked to the transition to a green and inclusive society, and to achieving the Sustainable Development Goals. For instance, Power Hub aims to promote the central role that women should play in clean energy entrepreneurship and in addressing climate change.¹⁶⁰ It highlights good practices for integrating women into the clean cooking, lighting, heating and fuel value chains; this would ensure women are free of energy poverty, while enabling women to access appropriate forms of reliable and affordable energy to meet their basic needs.¹⁶¹ The key focus is on training and sales models that are successful in increasing the engagement of women across the clean energy value chains. Ultimately, integrating women within green and future jobs will contribute to the achievement of relevant SDGs on clean economic growth, poverty and public health.

Step 6: Support the development of green skills and future skills that make the future more women-friendly

Does this sector belong to the 'green' sector or another future industrial sector?	Y / N
Does the sector use gender-inclusive job definitions?	Y / N
Does the sector have strategies and plans to actively increase the labour force participation of women?	Y / N
Does skills training targeting women in the sector reflect future skills needs (e.g. critical thinking, creativity, etc.)?	Y / N



Gender-responsive curriculum development and sensitization of trainers

Gender-responsive content in curricula helps overcome gender biases and avoids reproducing occupational segregation. More women working as trainers can also help avert gender-based perceptions. This section will address a number of questions:

- What is the role of curriculum in achieving gender equality through training?
- How could curriculum be gender-responsive and help overcome gender disparities?
- How do teachers and trainers shape gender roles in skills development and how can their role contribute to women's empowerment?

The Fourth World Conference on Women in 1995 underlined the negative implications of gender-biased curriculum that reinforces gender stereotypes and inequalities. Educational content and training materials often neglect the needs of women. The lack of awareness by trainers and educators on gender equality issues further consolidate the inequalities and hamper the self-confidence of young women.¹⁶² Especially in STEM areas, the curriculum reproduces the prevalent gender inequalities by not covering girls' and women's experiences and not acknowledging female scientists and their work.¹⁶³

An inclusive training curriculum

Curriculum development requires thorough attention. Gender biases can easily be reaffirmed through the content, language, pictures and illustrations. The choice of words and use of language perpetuate stereotypes in some training areas, jobs and sectors, associating particular skills and competencies with a particular gender. Photos and pictures also have the same effect. For instance, if vocational training books only show



Source: Disha

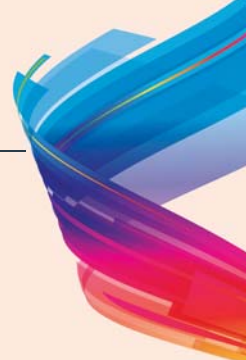


Source: Disha

men working with a Computer Numerical Control (CNC) machine, it will only consolidate the understanding that working with such tools is a man's job. In India, programmes such as NIIT Yuva Jyoti ensures that the training content in its programmes is gender-responsive and female-centric to avoid such perceptions. The courses are available in different local languages also to increase women's access.¹⁶⁴ Partnering with NGOs working on gender equality and women's empowerment on curriculum development could also help mainstream gender in terms of content.¹⁶⁵

Gender sensitization

Another way to address gender inequalities and occupational segregation is through sensitization of trainers and teachers. Gender sensitization helps people understand the various forms of gender inequality and biases (including unconscious ones) towards women. Women working as trainers and teachers could act as important role models for students and trainees. A woman in an occupation dominated by men challenges the existing negative perceptions, and it will be easier



for women to aspire and pursue a career in this subject area. Similarly, men should be encouraged to teach and train in sectors dominated by women, in order to challenge traditional gender roles. Teachers and trainers should also integrate a gender-aware perspective and pedagogy to their teaching style. They can carefully pick the cases, role models and examples they refer to in the class in order to avoid associating any gender with any task, job role, sector or industry. Even simple behaviour can help, such as not acting surprised by seeing a student of one gender in a class traditionally dominated by another.

Step 7: Develop curriculum with a gender perspective to avoid perpetuating gender stereotypes ¹⁶⁶

Have women been included in the design of curriculum?	Y / N
Does the curriculum reflect the needs and aspirations of teachers/trainers who are female?	Y / N
Does the curriculum reflect the needs and aspirations of students/trainees who are female?	Y / N
Are women included as authors and content developers for teaching materials?	Y / N
Have the text and language been checked for gender-coded words and phrases?	Y / N
Have pictures been checked for associating one gender with particular jobs/sectors but not others?	Y / N



Source: Youth4Jobs

Step 8: Sensitize teachers and trainers to overcome biases and act as role models

Have teachers and trainers been trained/sensitized on gender equality to understand and eliminate gender-based bias and stereotypes?	Y / N
Do teachers/trainers recognize and raise the gender-related aspects of topics?	Y / N
Do teachers/trainers create a safe and gender-inclusive learning atmosphere for students/trainees who are female?	Y / N
Do teachers/trainers ensure that students/trainees who are female voice their opinion and participate actively in class?	Y / N
Is there a feedback system for students/trainees who are female to provide feedback on their experience with teaching and the environment?	Y / N



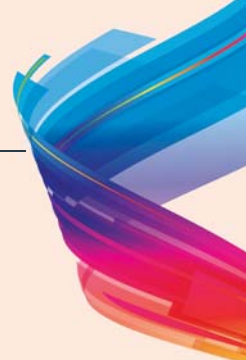
Skills Training in Practice



IV



Source: Disha



This section will help practitioners answer the question of how to mobilize women for demand-driven training, and provide insights useful to decision makers. The section addresses a number of questions: How do we overcome gender biases and social norms that limit skills acquisition and employment for women? How do we match women's skills and competencies with their aspirations? How do we address safety and security concerns that hinder women's participation in training? How do we leverage the limited time women have for skills training, given care and household duties? What are some mechanisms to secure women's participation in skills development? How do we recognize and build on women's existing skill sets?

Training institutions should take the following steps to implement gender mainstreaming in skills development:

- Integrate gender mainstreaming strategies, include a clear gender-responsive budgeting plan, and allocate necessary resources in the planning and implementation stages;
- Start the design phase with an assessment of gender-learning needs and implement the initiative in accordance with the needs of the organization;
- Adjust the teaching infrastructure to cater to the needs of women such as setting up separate restrooms and day-care facilities;
- Put security measures in place to build trust and increase inclusivity, such as having women as teachers and security staff, as well as CCTV cameras in communal areas (e.g. hallways, corridors);
- Ensure equal representation of women in training and management positions;
- Ensure the evaluation process has a clear framework to evaluate the long-term impact of the training activities from a gender equality lens.

Training institutions are encouraged to develop an internal policy paper that utilizes this publication, *Gender Mainstreaming in Skills Development: Guidance Paper and Tools*, or similar resources.

Sourcing and mobilization for demand-driven training

Sourcing and mobilization refers to proactive recruitment of trainees through a structured process.¹⁶⁷ This process includes a) identifying and mobilizing trainees for skills programmes, b) assessing human resources demand and jobs available (this ensures the training is demand-driven) and c) conducting pre-training assessment for trainees and trainers for effective skills acquisition.¹⁶⁸ In India, there are many barriers to sourcing and mobilizing women for skills development training. These barriers may include the considerable decision-making role that family plays in women's actions and various internalized presumptions about women's employment in certain sectors. Such obstacles are heightened when engaging with rural women.

There are many entry points in sourcing, and sourcing can adopt more gender-responsive practices such as the following:

- conducting advocacy and counselling for women's participation in skills training;
- instilling trust and addressing safety and security concerns for extending skills development opportunities to women and young girls;
- offering flexible and mobile learning arrangements to increase reach to women;
- prioritizing women in skilling programmes either through incentives or quotas;
- recognizing existing skill sets and formulating the training offer accordingly.

It is also important to provide complete information to girls on various opportunities for career advancement as a prerequisite for participation in skills training.

Advocacy to all stakeholders, including family members, potential trainees, trainers and employers, is of critical importance for securing women's participation in skills training, especially to overcome the gender biases and social norms and harmful practices that limit their employment and livelihood opportunities.

Occupational segregation can sometimes be traced back to the sourcing stage. Students, teachers and trainers may be encountering/reproducing gendered assumptions about certain education, training and career pathways, leading to the perceptions that some occupations and even whole sectors are for men. Advocacy can help address the gender biases around men and women and reveal a key message: what matters in the end is the possession of the necessary skill set, not the gender. A good example from Turkey is Koç Holding's 'Vocational Education: A Crucial Matter for the Nation' (MLMM) project. The

project prioritizes women's participation in vocational education as part of a broader awareness campaign on the role of vocational skills in job and career advancement opportunities. The posters of the project show women in work attire and in front of machines and equipment usually associated with jobs and sectors dominated by men.¹⁶⁹



Source: MLMM Brochure, Koç

In India, NSDC's 'Hunar Hai To Kadar Hai' campaign also illustrated not only the benefits of acquiring new vocational and technical skills but also the possibility of women accessing employment opportunities across different sectors and succeeding in their careers. The



Source: Disha

campaign also used posters, television and radio ads to communicate the value of skills to the masses and the potential of women taking part in the workforce.¹⁷⁰ Government programmes and initiatives similar to this campaign often target young people. One example is the Adolescence Education Programme (AEP) headed by the Ministry of Human Resource Development (MHRD) and coordinated by the National Council of Educational Research and Training (NCERT). AEP aims to empower young women through promoting healthy attitudes and skills development to prepare them for real-life situations in positive and responsible ways.¹⁷¹

Safety and trust

Building trust and providing safe conditions for women, especially young girls, is an important part of gender mainstreaming in skills development. Families may be reluctant to send their girls to schools and training institutions if they do not trust them, or do not consider them to be secure. Overcoming this challenge requires close communication and contact with families and communities at the grass-roots level as the first step. This includes building communication around the value of the girl child and addressing patriarchal attitudes that tolerate violence against women, so that women are free to exercise their rights without fear for their safety.

Skills development initiatives address safety and trust in a number of ways, as in these three examples from India: NIIT Yuva Jyoti, Disha's Skill Sahkis and Centum WorkSkills India. NIIT Yuva Jyoti, a joint venture between the NSDC and NIIT, mobilizes women in rural areas for its training programme by visiting the houses of families and discussing the benefits of skills, convincing the community leaders and providing targeted guidance as well as counselling support.¹⁷² An initiative by UNDP Disha promotes peer mobilization and skilling of employable girls and women in peri-urban and rural areas through a network of community leaders known as the 'Skill Sahkis', a special cadre of young women



Source: Centum WorkSkills

aged 18-25 with good social networks in their villages. These Skill Sakhis have access to digital content provided to them through a Smart PC. The content includes employment awareness, life skills, hygiene and safety, among other subjects. This initiative has been recognized by NITI Aayog as a best practice and recommended for potential scale up across India. Centum WorkSkills India offers women-only accommodation options for those attending training sessions. The training provider also has women trainers and wardens in place to strengthen this sense of trust and create a safe environment for women trainers.¹⁷³

Gender sensitization also has a role in sourcing and mobilizing trainees. It could help women and young girls to realize their own potential and the community to accept their role in productive work. Gender sensitization and positive gender socialization from childhood onwards for all genders is especially critical to addressing biases and rigid societal roles.¹⁷⁴

Step 9: Conduct awareness campaigns and sensitization training to bridge the gender divide in society and the workforce

Are private sector, community and local authorities aware of the problems that hamper women's participation in education and the labour market?	Y / N
Do schools teach young boys and girls about gender equality?	Y / N
Does sensitization training reach parents and local community leaders?	Y / N
Are career counselling services of schools and training centres sensitized?	Y / N
Are family members sensitized about the value and benefits of skills training for girls?	Y / N

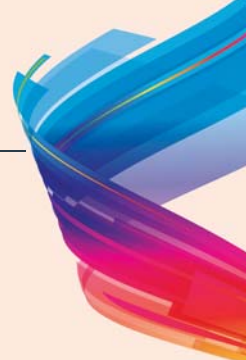
Matching up with training

Assessment of existing knowledge, skills and abilities, and counselling could also help women to receive the right training in line with their aspirations. Aptitude tests help determine whether a job fits with the person's abilities regardless of gender. Furthermore, counselling may not only support women in planning their career, but also address misperceptions and hesitations about pursuing a career path that is considered 'unconventional' for a specific gender.

A significant amount of women's time is often allocated to care and household tasks, and it is vital for training arrangements targeting women to be **flexible** enough to fit into women's schedules, and to try to reach them in their locality. In India, the National Policy for Skill Development and Entrepreneurship (2015) suggests designing mobile training units to increase outreach to women in rural areas and minimize commuting-related difficulties, along with flexible training programmes that cater to women's free time as well as respond to local skills needs, providing quick wins in terms of local employment for women.¹⁷⁵ One example of this is HP Inc.'s World on Wheels (WoW) initiative, which is set to build and deploy 48 Internet-enabled mobile learning labs in rural India to deliver digital literacy, education programming and entrepreneurship training.¹⁷⁶ Local initiatives for mobile training units are also being employed in India, such as the Mobile Vocational Education (MoVE) project conceptualized and developed by Amrita University's AMMACHI Labs. The project aims to encourage rural communities to participate in the formal economic sector by providing vocational skills training through a solar-powered classroom-on-wheels.¹⁷⁷ The first MoVE scheduled for deployment was executed in conjunction with the United Nations Democracy Fund (UNDEF), which resulted in a total of 3,136 graduates from the courses provided.¹⁷⁸

Incentives may be used to attract women to training programmes, and quotas may help to ensure their equal participation. Scholarships targeting young women are a frequently used incentive. The MLMM project in Turkey, for instance, gave priority to women from vocational high schools, offering bursary and mentoring support while tapping into internship/apprenticeship opportunities.¹⁷⁹ Another example from Turkey is the Engineer Girls project, which goes beyond vocational training and funds women to obtain engineering degrees.¹⁸⁰ The National Policy for Skill Development and Entrepreneurship (2015) recommended the use of dedicated apprenticeship and training positions targeting women to expand skilling opportunities for them.¹⁸¹

Recognition of prior learning and delivering skills accordingly is another avenue for gender mainstreaming in sourcing. Women may already possess the relevant employability skills, perhaps acquired through the informal sector or family occupation. Alternatively, they might require skills upgrading or development of other soft and technical skills to be employable. Being aware of the existing skillsets and skills needs is critical for effective training. Empower Pragati from India realized that women already obtain certain skills from domestic work, but these alone do not lead to decent jobs and careers. Instead, the training provider has helped women to expand these skills (e.g. cooking or cleaning) to the level desired in the labour market, such as in the hospitality industry. It has also helped them to gain life skills including teamwork and communication.¹⁸² Another example in India is the Self-Employed Women's Association (SEWA), which identifies the skills needs of women on the informal side of the economy, both in terms of technical and soft skills such as basic literacy programmes. The Association's training academy provides these skills to facilitate the transition to the formal sector with more sustainable employment opportunities.¹⁸³



Step 10: Match women's available skills and skill needs with education and training offers

Do schools/training centres offer information, counselling services and aptitude tests to determine women's abilities and aspirations?	Y / N
Are there mechanisms for recognition of prior learning to acknowledge women's existing knowledge and competencies?	Y / N

Training delivery

Training covers various methods, techniques and practices to provide skills to students and trainees. It includes both theoretical teaching and on-the-job learning components. This section will feature discussions on the following questions:

- How can we tailor the training delivery process in accordance with women's needs and capabilities?
- How do we overcome barriers associated with traditional gender roles and unequal share of domestic work in training delivery?



Source: Disha

- How do we ensure that women have on-the-job experience, practical and STEM skills?
- What is the role of life and soft skills for women's integration into the workforce?
- How do we prevent attrition and dropout for women during training?
- How do we deliver entrepreneurial skills for women?
- Does mentorship help in skilling women more effectively?

The learning environment

The successful delivery of skills training programmes to women requires a good understanding of how and in what environments they learn best.¹⁸⁴ New knowledge builds on previous learning and experiences. As a result, trainers should acknowledge the factors influencing men and women's interest and motivation in skills training, recognize their prior learning and adopt a diverse range of teaching methods and groups exercises. It is especially important to provide training to women in skills that will provide them with extended career development prospects, and that these results are foreseeable by trainees.

To counter the gender bias against women in skills training, it is important to help women trainees build confidence in themselves. This can be supported in several ways:

- Have an equal representation of women and men in training and management positions, as this conveys the message that skills training and leadership is for everyone;
- Training infrastructure, such as the accessibility of the centres, separate restrooms and day-care facilities should consider the needs of women;
- Address security concerns by having wardens who are female and placing CCTV cameras in communal areas for the safety of women attending training programmes;

- Stronger accountability for gender issues and proper grievance redressal mechanisms are necessary.

Step 11: Create a comfortable and positive learning environment for women trainees

Are the training institutions located in an easily accessible place and the infrastructures (separate restrooms and day-care facilities) adjusted to satisfy women's needs? Is the training facility linked to safe public transport?	Y / N
Is there a woman warden, proper lights and CCTV cameras in communal areas (e.g. hallways, corridors) in place to address women trainees' security concerns?	Y / N
Are all trainees sensitized about anti-harassment and anti-discrimination, including unconscious bias towards women?	Y / N
Do trainers have a good understanding of how and under what context women learn best and employ a diverse range of teaching methods?	Y / N
Do the trainers adopt and use gender-responsive language in their communications?	Y / N
Does the training institution have an equal representation of women in the trainer and management positions?	Y / N
Does the training institution have accountability mechanisms including grievance and redressal cells?	Y / N
Do training centres have mobile and flexible training batches/offering for women?	Y / N



Source: Disha

Specific skills and competencies

Training on topics that increase women's participation in the workforce and their career prospects would have the greatest developmental impact. One such area is the delivery of STEM skills, which is already highlighted as one of the key causes of gender segregation in jobs.¹⁸⁵ Women are underrepresented in STEM-related careers, although industries rooted in STEM, such as ICT, robotics and nanotechnology are rapidly growing and generating more and more jobs. As noted earlier, only about 30 percent of women in higher education choose to pursue STEM-related fields.

The top 10 most-demanded skills in the labour market in 2015 were STEM skills¹⁸⁶ and the trends is set to continue. Providing technical-domain skills, including STEM skills, could bridge the gender gap in certain occupations and sectors. In India, Barefoot College trained women in rural areas with limited literacy on solar technologies.¹⁸⁷ The private sector, with sector know-how and access to new technologies, could be a vital partner in such training. For instance, IBM partnered with Girls Who Code to bridge the gender divide in technology by offering coding classes and showcasing career paths in technology-related subjects, an initiative that has already reached 10,000 girls in grades 6 to 12 in the United States.¹⁸⁸

To spark women trainees' interests in STEM-related training, training institutions should implement the following practices:¹⁸⁹

- Structure the STEM curricula in a practical manner with real-life examples, cases and applications would make it more appealing to girls;¹⁹⁰
- Enhance the classroom learning experience with active use of technology in the learning process to help girls gain confidence and skill set in STEM fields;
- Ensure women trainees gain more experience and spend more time with technology, which would simultaneously boost their IT skills and confidence. Girls more than boys perceive

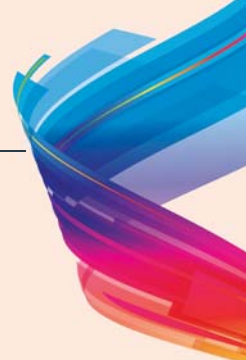
computers as useful tools for conducting scientific investigation(s), graphing and organizing data;

- Organize extracurricular activities such as interactions with experts and especially women role models in the STEM field, which would nurture students' interest in science and technology courses;
- Adopt pedagogical tools and techniques that encourage participation from students, and foster critical and creative thinking in students.

Career counselling that is gender-responsive and challenges gender stereotypes about career choices would further attract women into STEM fields.¹⁹¹ Training should also include an explanation of job roles and encourage women to choose non-conventional jobs.

Non-technical skills

The challenge of increasing the employability of women is not only limited to technical training. Women from disadvantaged backgrounds may lack the necessary life skills, language skills and computer literacy to join the labour force competitively. These gaps may be caused by a lack of alignment between educational programmes and training curricula with actual skills needs at the sector level. In the absence of prerequisite skills or employability skills, it is important to provide pre-vocational training to such groups to better prepare them for later technical training. Digitalization and automation have further escalated the need to cultivate interpersonal skills such as teamwork, leadership and creativity.¹⁹² Training programmes need to ensure that the skillsets of individuals are multidimensional and comprehensive. IL&FS Skills from India, for instance, adopts a 360-degree development approach in the training courses that it offers, covering domain/technical training, life skills, communication skills and computer literacy.¹⁹³ This enhances the employability of the disadvantaged groups, including women. Empower Pragati also equips women with life skills in facilitating their transition to formal sectors.¹⁹⁴



Source: Disha

On-the-job learning modalities and apprenticeships can significantly increase the employability of women, through the acquisition of practical skills. A recent research study in India showed the positive impacts of on-the-job soft skills training on the productivity, wages and retention of women garment workers.¹⁹⁵ Formal education usually provides the necessary theoretical knowledge in a subject area, but not always the skills required for transition to work.¹⁹⁶ There is a significant divide between the spheres of 'learning' and 'work' that needs to be bridged by on-the-job experience.¹⁹⁷ Women are experiencing a double disadvantage here as they have more limited prospects to gain these employability skills. In India, women are underrepresented in apprenticeships compared with men, and apprenticeship opportunities are concentrated in occupations dominated by men.¹⁹⁸ The UNDP Disha project is dedicated to enhancing the adaptability of apprenticeships and skills development schemes among women.¹⁹⁹ It imparts awareness to 25,000 female candidates from various educational

institutions and sets up apprentices' information centres and/or helplines to support prospective students regarding apprenticeships. Extending on-the-job training to women in a wide range of occupations and sectors could be instrumental to addressing gender inequalities across the workforce.

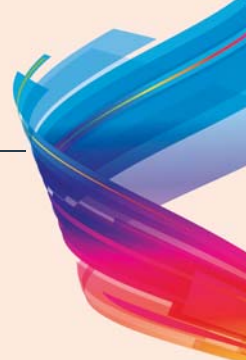
Flexible delivery of training, as highlighted in the sourcing section, remains critical to securing women's participation and to prevent attrition during the courses. Overcoming gender biases and changing social norms is a long-running effort: but in the meantime, flexible options will help women attend training programmes. Some private training providers in India organize training sessions at rural areas close to women's homes and hold courses at flexible times (e.g. afternoon) to help women balance family duties and training commitments.²⁰⁰

Step 12: Train young girls and women in a breadth of skills, including technical, STEM and soft/life skills

Do women participate equally in technical training courses? If not, are there mechanisms to identify potential barriers to women’s participation?	Y / N
Do women have equal opportunities for the acquisition of STEM skills?	Y / N
Do training institutions make an effort to spark the interest of women in participating in STEM-related training?	Y / N
Do women receive training on soft skills such as networking, teamwork and leadership?	Y / N
Do the education and training frameworks reflect lifelong learning approaches?	Y / N
Do women benefit from on-the-job learning modalities and apprenticeships?	Y / N
Are courses offered on a flexible basis for women’s integration?	Y / N
Are there sufficient childcare services to encourage women to participate in the training?	Y / N

Entrepreneurial skills can facilitate women’s participation in the economy. Especially in the absence of employment opportunities in the market, entrepreneurship can offer decent income opportunities while generating more jobs. AISECT in India, realizing the potential of entrepreneurship for lifting women out of poverty, has been offering entrepreneurial and ICT skills training to women entrepreneurs, along with other support mechanisms to complement their efforts.²⁰¹ Another example is HP LIFE, entrepreneurship content developed by the HP Foundation that has helped women in Tunisia, India and other countries to acquire basic business and IT skills to start and expand their own enterprises. HP LIFE is free of charge to increase the access of disadvantaged groups, covering 25 courses accessible online in seven different languages.²⁰² More than 80 percent of women who have taken the courses report that they feel more confident about their future.²⁰³

Mentorship throughout training delivery can help women get the most out of training courses in terms of personal and career growth, and help them to make informed career choices. Mentors and coaches also act as role models from whom the trainees can take inspiration, especially regarding their career paths. In South Africa, Rainbow Minerals realized the need for coaching and mentoring at high schools in disadvantaged communities to increase women’s participation in the mining workforce. Through the LEAP Mentorship and Coaching Development Programme, the company has established multi-stakeholder partnerships to support young women in exploring career paths in the mining sector, including through career guidance, industry visits and mentoring.²⁰⁴ In Koç Holding’s MLMM project in Turkey, students receiving bursaries, of which girls comprised 44 percent, were all assigned vocational school coaches as role models who provided guidance on personal and professional development. These coaches were first trained in volunteerism and mentoring to effectively guide the students, and later delivered the training modules developed under the project to the students on issues such as time management, teamwork, analytical thinking and CV preparation.²⁰⁵



Step 13: Provide guidance to young girls and women on career paths and entrepreneurship



Do women have coaching and mentoring support to guide their professional and personal development?	Y / N
Does the programme/project feature industry representatives as coaches or mentors?	Y / N
Are there visible role models and success stories to inspire students and trainees?	Y / N
Can women pursue entrepreneurship paths through training within the programme/project? Including access to finance support?	Y / N

Assessment and certification

Assessment and certification refer to evaluating an individual's competencies against a predetermined set of factors, followed by the validation of the results.²⁰⁶ The assessment process is aligned with the national qualification frameworks and the existing job roles and qualification packs, and certification reflects the skill level of an individual in a standardized manner. When the private sector gets involved in the assessment and certification process, it increases the value of training certificates significantly, since the companies then trust a certified individual's competencies more. Certification thus enhances employability and is an acknowledged means of empowerment for disadvantaged groups.²⁰⁷

Recognizing and certifying the skillsets of women thus makes their skills more valuable and attractive for potential employers. Women would especially benefit from **recognition of prior learning**, as many women acquire skills through unpaid care and domestic work. In Argentina, the Ministry of Labour, Employment and Social Security, for instance, implemented skills training initiatives to recognize the skills of domestic workers, upskill them and facilitate their transition to the formal sector. Over 19,000 individuals have been trained in partnership with local authorities, civil society organizations and other stakeholders.²⁰⁸ The Domestic Worker Sector Skill Council in India also empowers women, who constitute the majority of the domestic help sector in the country with almost 20 million workers, through accrediting, assessing and certifying skills. Domestic helpers are among the largest groups in the informal sector of the Indian economy.²⁰⁹ They are also among the most marginalized, disadvantaged and exploited social groups. Assessment and certification acknowledge their skills as well as their work, which includes childcare, care for the elderly and persons with disabilities, laundry and cooking.²¹⁰

Step 14: Assess and certify the skills of women to increase their job prospects



Is the private sector active in the assessment and certification process to ensure women's employability?	Y / N
Does the assessment and certification process account for women's existing skills and competencies?	Y / N

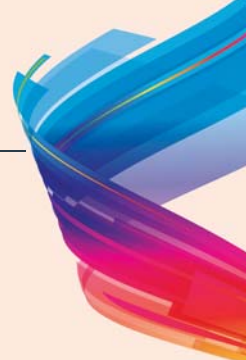
Placement

Placement covers the employment, self-employment and entrepreneurship opportunities available to successful individuals who complete training courses. Private sector engagement from the start of the skills development process ensures a smooth transition to jobs for trainees; it also and facilitates business linkages and access to markets for newly trained entrepreneurs. This section addresses the following questions:

- How do we ensure that women are actually placed into jobs from which they were traditionally excluded?
- What are the ways for companies to adopt gender-responsive hiring and compensation practices?
- How do we balance women's existing engagement in household duties with those of work?
- What can be done to empower women as entrepreneurs after the training stage?



Source: Disha



Regarding **recruitment**, unconscious gender biases expressed in recruitment processes could hurt women’s chances to access job opportunities, as seen in gendered job advertisements and job titles. In industries where men are dominant, such subtle discriminatory practices are much more common.²¹¹ The challenge is to create the necessary awareness for women to be employed based on their skills and competencies and not based on gender.

Sensitization training for human resources managers and staff, along with the rest of employees, is instrumental in this regard to not only avoid replicating gender-based occupational segregation but also to eliminate problems such as sexual harassment, abuse of authority and unequal pay in the workplace. Koç Holding in Turkey, for instance, aims to provide gender sensitization training to over 100,000 people across Turkey by 2020, including their suppliers, distributors, and small and medium enterprises (SMEs).

Flexible work is important for supporting not only women, but also men in the future of the world of work, which will require the workplace to be more gender-responsive and adaptable. Koç Holding in Turkey is also adopting gender-responsive human resources practices and flexible work arrangements to support women’s inclusion in the economy.²¹²

Setting targets or other measures of impact is also crucial to monitor progress towards reducing gender gaps in hiring, promotion and pay. A protocol for pay equity processes in addition to regular reviews can also provide accountability from managers for achieving results, such as the UNDP Gender Equality Seal certification programme²¹³ or certifications such as EDGE.²¹⁴



Source: Disha

Step 15: Introduce the right human resources policies and conduct accessibility audits in companies to ensure women have equal chances for employment

Is the company staff, especially the HR division, sensitized on gender equality issues?	Y / N
Are job advertisements and job titles gender-inclusive? (e.g. ‘chairperson’ versus ‘chairman’, ‘salesperson’ versus ‘salesman’)	Y / N
Do company policies reflect the principles of inclusivity and diversity?	Y / N
Does the company offer flexible work options to its employees?	Y / N
Does the company provide special measures to retain women in its workforce?	Y / N
Does the company declare commitment to promote a more equal, diverse and inclusive workplace?	Y / N

Women entrepreneurs

Entrepreneurship is a viable path for women to sustain and improve their livelihoods. Training may not only lead to employment but also entrepreneurship, yet the delivery of entrepreneurial skills is insufficient to empower women as entrepreneurs per se. There is a need for business support mechanisms to strengthen and scale the efforts of women entrepreneurs and women-led enterprises to succeed, given the difficulties they face in accessing both capital and markets, especially in industries, supply chains and networks dominated by men. Entrepreneurial success may also be hampered by the struggle of balancing career goals and family lives, given the negative impact of social roles on women's economic activities.

The support could come in many forms such as networking, access to finance or access to markets. In India, for instance, GMRVF, through its Enabling Marketing of Products of Women Entrepreneurs initiative, offers women entrepreneurs guidance on marketing their products to the right consumers and better accessing the markets, especially through peer groups.²¹⁵ These women's peer groups, comprised of entrepreneurs and self-employed women, offer marketing support and facilitate their connection with the market through collective action.²¹⁶ AISECT, as explained earlier, leverages women's access to low-interest financing and government funding, while partnering with companies in the telecommunication and insurance sectors to better link women-led enterprises to the market.²¹⁷

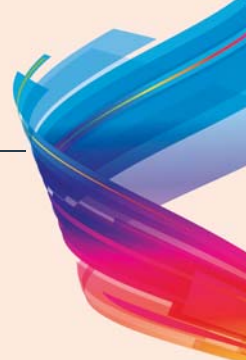
Post-placement

Sustaining the results of skills training is vital for long-lasting empowerment of women. Women from disadvantaged backgrounds may require targeted support and guidance after employment to adapt to new work environments and to achieve success in their careers. Providing enriching jobs for women, though, is a challenge not just for immediate employment, as women continue to face more barriers to career advancement. Accordingly, this section will shed light on the following issues:

- What are some of the immediate post-employment challenges that women face? How can we address them?
- What special measures have been taken by employers to retain women in their jobs?
- What is the role of organizational culture in fostering a more gender-friendly workplace?
- Can mentoring programmes assist women in growing in their jobs and advancing in their career paths – breaking 'glass ceilings' and closing pay gaps?
- What are the ways to help women advance and scale their entrepreneurial efforts?

Placing women into jobs is not the end or the ultimate success of skills training; success is defined as retaining women in employment and providing career opportunities to develop. After the training and placement processes, follow-up activities need to be set up to develop and sustain gender equality competencies.²¹⁸ The key follow-up activities are listed below:²¹⁹

- Conduct 'refresher' sessions, annual meetings or workshops and distribute online interactive training materials to help the trainees make the best use of the knowledge learned;



- Encourage the trainees to apply their knowledge and skills in practice and advocate for gender mainstreaming in every aspect of their work;
- Create a platform (online or offline) for trainees to share challenges and success stories;
- Establish grievance redressal mechanisms particularly on prevention of sexual harassment, as outlined in India's Sexual Harassment Act 2013.²²⁰

Women face a wide range of challenges after they are employed, especially for the first time, ranging from finding decent and safe accommodation options close to work, adapting to working life, suffering from homesickness, facing language barriers, and encountering discrimination and harassment at the workplace. To assist women in dealing with these challenges, training providers in India offer **post-placement support**, such as providing counselling services following employment, forming alumni and peer support groups, and helping graduates find decent and affordable accommodation in proximity to their jobs.²²¹

Once employed, women will encounter gender biases in the workplace, which are often cross-cutting across horizontal and vertical levels, hard to detect, and reproduced by different staff members and decision makers on a regular basis. Awareness of all managers and employees about women's needs and experiences at the workplace is critical to overcoming these biases. Pregnancy and women's family duties should not act as a barrier to their employment or career advancement.

A gender mainstreaming approach at the workplace would support women post-placement and throughout their careers by bringing attention to the implication of every decision on women as well as men. For instance, it would allow the human resources department to tackle occupational segregation at all levels and women would have equal opportunities for every position. It would encourage sensitization training targeting all staff – managers in particular – to ensure gender balance in the applicant pool and on interview/hiring panels, as

part of measures to address gender biases in different forms. In India, for instance, some private training providers offer a gender orientation course to all trainees to raise awareness about gender disparities that might surface at the training or employment stages.²²² The HeForShe initiative of PwC International and UN Women has developed a voluntary online course to help reveal hidden gender perceptions among employees.²²³

Skills training and sensitization training alone are not sufficient to eliminate the gender divide, however. Even highly skilled women may refrain from working at STEM jobs because of unequal remuneration and opportunities for experience and promotion, or the persistent culture of a 'boys' club' in the workplace and associated feelings of being an 'outsider'.²²⁴ More than 50 percent of women who took on a business-related position in STEM-focused industries switched sectors, while the leaving rate for men was 22 percent lower.²²⁵ The lesson is that a more holistic approach is needed across the whole skilling value-chain, from advocacy to sensitization in placement and post-placement stages, if gendered perceptions and practices are to change.

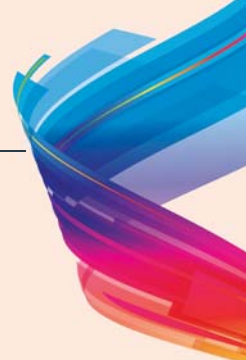
Gender-responsive organizational culture

In order for companies to establish a gender-responsive organizational culture, they should: a) acknowledge women leaders as role models in the company and provide them with further growth/career advancement opportunities; b) provide diversity training to leaders and managers; c) offer self-confidence and leadership training for women employees; d) introduce the necessary feedback loops that reflect women's needs, wants and opinions; and e) design jobs flexibly to help men and women balance their work and personal lives, including family commitments (e.g. day-care facilities and transportation support).²²⁶

Another good practice for creating a gender-responsive organizational culture is training to raise awareness among employees and managers about all forms of harassment and discrimination, including unconscious bias. Panoramic Resources, for instance, a mining



Source: Disha



company in Western Australia, organizes cultural awareness training among its non-indigenous staff to increase the acceptance and integration of indigenous employees. The company adopted a code of conduct that established formal ways to report harassment, discrimination and bullying cases along with a ‘managing diversity policy’, with the goal of providing an inclusive and secure workplace environment.²²⁷ The organization also provides targeted training, mentorship and professional development opportunities for the indigenous staff.²²⁸

‘Women in Development’ is an initiative put forth by Saudi Aramco fostering a gender-responsive culture and addressing sexual harassment and gender discrimination. It organizes a workshop called ‘Women in Business’ to support women in the workplace through soft skills training covering issues such as self-esteem and confidence, and discussions on how to tackle cases of harassment and discrimination. Such activities support women to thrive in a workplace dominated by men. Young women in particular benefit from this training as the office is the first place they regularly interact with men outside of a family-house environment. The workshop also offers insights and experiences of women holding management and leadership positions in the company, and how they have dealt with harassment and diversity issues in their careers. The workshop is followed by the assignment of a mentor to each participant to help advance her career growth.²²⁹

Sponsorship programmes are another means of support, offering mechanisms that can enhance women’s advancement opportunities in addition to training and mentorship programmes. These programmes have been shown to be important in the development of a strong pipeline of talent that includes women, both in companies and among suppliers.

Step 16: Integrate gender sensitization into the company culture

Do companies organize awareness-raising activities and sensitization training at all organizational levels?	Y / N
Do companies deliver leadership and management training/mentorship targeting women?	Y / N
Do companies provide career growth opportunities for women leaders?	Y / N
Do companies organize diversity, anti-harassment and anti-discrimination training?	Y / N
Are there sufficient feedback and compliance mechanisms to ensure that women are empowered at the workplace?	Y / N
Do companies offer the necessary facilities and support mechanisms (day-care, transportation support, etc.) for women to preserve a healthy work-life balance?	Y / N
Do companies have a proper grievance redressal mechanism to address sexual harassment?	Y / N

Career advancement

Upskilling and lifelong learning approaches are instrumental to overcoming obstacles like the 'glass ceiling'. The more market-relevant skills and competencies women have, the better the chances for their career advancement, the higher the remuneration and the more likely women are to occupy key leadership positions. Work-based and on-the-job learning opportunities for women employees need to be extended. At the same time, further measures are needed to ensure gender-responsive decisions in promotion, compensation and other areas concerning company-employee relationships. These could include targeted management and leadership development programmes for women to place them in higher ranks within the organizational hierarchy, flexible work arrangements and mentoring support.

INSEAD-Unilever Four Acres Consortium has implemented the 'Women's Leadership Development Programme'²³⁰ to overcome the gender divide at the executive level through enhancing the leadership skills of women managers and women with potential in other sectors. The goal is to place more women at the higher echelons of management at Unilever. Around 100 women have benefited from the initiative in Singapore and the United Kingdom since 2012.²³¹ The Volkswagen Group in Germany set a target of 30 percent women in its senior decision-making positions in the long term, and the company is implementing a management mentoring initiative to support the training of women leaders.²³² Such interventions, coupled with providing flexibility to women to choose where and when they can work, will enhance women's integration into the workforce, especially at the managerial levels.

Women who have left the workforce will also require special interventions for reintegration, in terms of reskilling. Family duties and child-rearing, for instance, may push women out of the workforce for a certain period of time, but their skills might be outdated or obsolete when they return. Targeted reskilling solutions are then required. Vodafone, for instance, has implemented the ReConnect initiative to reengage

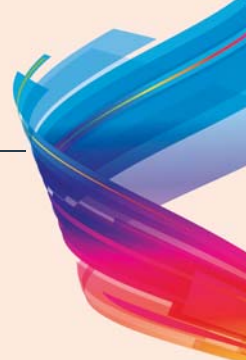
skilled women who seek reemployment on a full- or flexible-time basis, but require reskilling and networking support. The programme supports flexible work options that help women to balance their family and work commitments, while also addressing hidden biases that might be upheld by recruitment units.²³³

Utilizing technology to enhance training processes

To bridge the digital divide and support women's integration into the digital economy, it is essential to provide women with access to Internet connectivity and hone their ICT skills.²³⁴ Technology can help extend access to vocational, life and entrepreneurship skills for marginalized women and girls and contribute to gender empowerment.²³⁵

Through the use of learning portals and interactive learning technologies, physical barriers for skilling (like location) can be mitigated, especially in training areas that do not require practice with special machinery and equipment. This is particularly important for women who need to balance their family and work commitments during various points in their working life and need flexibility to time their own learning process and adopt a lifelong learning approach.

Technology allows for the standardization of training programmes through the use of similar curricula and content across different geographies. This could help advance gender mainstreaming in curricula by avoiding use of gender-coded training materials and, instead, sharing material that advances gender equality in the workforce. In addition, using broadband technologies, women could be trained as trainers at scale much more rapidly. The Bengaluru-based NGO 'IT for Change' offers field projects that prioritize the digital gap and gender equality relationship. Focusing on participatory and decentralized models of technology integration in education, they use this experience to provide inputs



Source: Disha

for policy and curriculum. Integrating ICT into school and classroom processes is their 'intensive' field project strategy. For example, their 'Teachers Communities of Learning' programme aims to empower teachers to integrate digital technologies for their own professional development and for classroom pedagogy. The ideas from this project could be replicated in the sensitization of trainers and in the training of women as trainers.

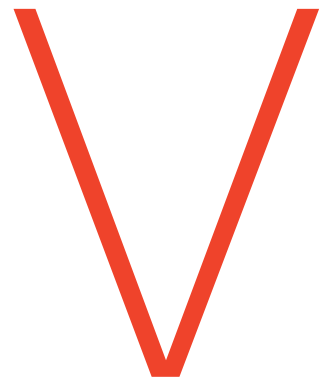
Technology can help detect hidden biases and gendered wording in job descriptions, for example. 'Gender Decoder for Job Ads' is a free-to-use online tool for employers to identify the words and phrases in job advertisements that discourage women to apply and subtly discriminate against them.²³⁶ Perceived societal roles and expectations infiltrate daily language easily, and it might be challenging for practitioners to recognize and eliminate gender-coded words.

Technology could be used to empower women in skills delivery and to this end organizations could accomplish the following:

- Leverage multimedia devices and online learning portals to deliver skills acquisition opportunities to women and girls who are traditionally excluded;
- Tap technology as a means to standardize training programmes and ensure a gender-responsive training process;
- Utilize new technologies to eliminate barriers that prevent women from joining the workforce, such as software that highlights gender-coded job descriptions.

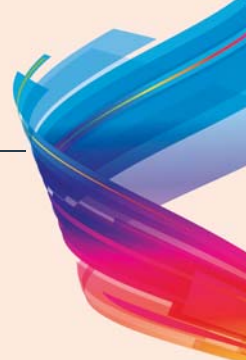


Monitoring and Evaluation





Source: Disha



Are skills development programmes producing the desired results in terms of increasing employability, meeting labour market needs and generating better livelihoods? Gender-responsive monitoring and evaluation (M&E) can help answer these and other questions about how gender plays into this picture. Gender must be a key factor in all components of the M&E plan, from the conceptual framework to indicators used. In monitoring, practitioners measure outputs across genders, track how each element in the programme is progressing for different genders, disaggregate the data that has been collected and studied, and collect data on practices that reflect gender perceptions.²³⁷ In evaluation, practitioners assess impact from gender-related aspects of skills training, determine programme components that drive gender equality and utilize data to prove results.²³⁸ Questions to consider might include the following:²³⁹

- Are men and women equally participating in decision-making?
- Are men and women treated with equal respect as decision makers, implementers and participants?
- Are those involved in implementation motivated to maintain a gender perspective (e.g. through opportunities to update their gender knowledge and skills, and discuss gender equality issues in a non-judgmental environment)?

M&E systems need to pose the right questions to guide the collection and analysis of data in a gender-responsive manner. For instance, questions could include topics relevant to inclusivity: “Are skills programmes accessible by all genders? Is there any difference in terms of training results disaggregated by sex and age?” Accordingly, the right indicators should be selected to enable the data necessary to answer these questions to be collected and analysed. The following list provides some indicators that could be used to monitor and assess skills training initiatives:²⁴⁰

Education indicators

- Existence of a policy statement (e.g. in mandatory curriculum guidelines) that gender equality be promoted in schools;
- Female to male rate of enrolment at all levels of schooling (primary, secondary, vocational and post-secondary);
- Female to male rate of enrolment in all subjects in secondary, vocational and post-secondary education;
- Female to male completion rates at all levels;
- Female to male ratio in top-level education management positions (e.g. school and training institution directors, principals, rectors and deans);
- Female to male ratio of teaching staff;
- Female to male ratio of membership on school boards and parent associations;
- Female to male ratio of parents attending teacher-parent conferences;
- Female to male ratio of wardens in training institutions;
- Percent of school boards offering gender sensitivity (mainstreaming) training to teachers;
- Percent of teachers trained in gender sensitivity;
- Existence of gender studies programme(s) at the post-secondary level.

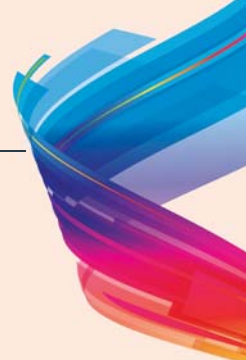
Labour indicators

- Existence of labour legislation explicitly prohibiting gender-based discrimination in the labour force;
- Percent of private sector employers that have an explicit policy aimed at making workplaces family-friendly;

- Existence of state-compensated paternity leave scheme;
- If it exists, percent of employed fathers who take advantage of paternity leave;
- Available places in nurseries/ kindergartens per child;
- Female to male ratio of labour force participation rate;
- Employed women as a share of total female working age population (employment rate), if possible also by age group;
- Female share of employment, measured for each occupation;
- Female to male unemployment rate (disaggregated by age group);
- Female to male ratio of long-term unemployment rate (percent of job seekers who fail to find employment within six months disaggregated by age group);
- Female to male inactivity rates as well as the reasons for being inactive;
- Female to male ratio of time spent on unpaid care work;
- Female to male ratio of hours spent on reproductive labour, weekly, where both partners are involved in full-time paid work;
- Female to male ratio of hours spent on both productive and reproductive work (disaggregated by age);
- Female to male ratio of economic output, according to market-value estimates, for both productive and reproductive work;
- Female share of total economically active population (productive labour market, disaggregated by age);
- Female to male ratio of representation in leadership positions;
- Female to male ratio of representation in professional and technical jobs;
- Table of occupations, ranked by average hourly earnings, alongside table of occupations, ranked by level of female participation;
- Index of dissimilarity;
- Female to male ratio of placement through the public employment service (disaggregated by age group);
- Number of complaints (to appropriate national machinery) related to sex discrimination in the labour force (compared over time);
- Female to male ratio of wages for similar work;
- Average male monthly earnings versus average female monthly earnings.

Step 17: Introduce a gender-aware monitoring and evaluation system

Is the programme/project at hand collecting sex- and age-disaggregated data?	Y / N
Did the programme/project set sex- and age-disaggregated M&E targets from the planning stage onwards?	Y / N
Did the programme/project select the right indicators as per the targets?	Y / N
Does the programme/project have the feedback and corrective mechanisms in place to address gender inequalities identified in M&E?	Y / N



Examples for gender-responsive M&E practices:

- Set up robust goals and metrics and design a thorough analysis process to measure and track performance metrics for women, with clear personal and team accountabilities;
- Develop key indicators including female retention rate, promotion and leadership development improvements;
- Include a target number of women candidates for leadership appointment;
- Link the above indicators and metrics to the compensation package of managers;
- Help women gain visibility and impact through a systematic review of activity and role assignment;
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- Document good practices for replication and scale up.

To sum up, the M&E process helps to benchmark best practices and lessons learned, which will help to inform and refine decisions made in the future. It is also a good way to support accountability and confirm the impact of the resources devoted to the initiatives.

Conclusion

The successful implementation of gender mainstreaming strategies requires continuous effort. There are multiple factors that influence women's participation in skills training and employment, all of which interact in complex ways. This guidance paper is an attempt to decipher the critical factors in efforts to engage women in skills training and to create more opportunities for their career development. The aim is to bring about equal opportunities for men and women in skills training, accelerate achievement of the Sustainable Development Goals and, ultimately, create an inclusive society where opportunities and responsibilities are shared equally by men and women.

To assist in the process of adopting good gender mainstreaming practices, materials developed and placed in the annex include **practical and brief drafts of internal policies** for companies, sector skills councils and training institutions. These interventions are beneficial to both men and women and are intended to correct aspects of socioeconomic systems that reinforce discriminatory gender norms that disadvantage women.



Source: Disha



Annexes, Footnotes and References



The draft documents provided here constitute a starting point to assist stakeholders in their efforts to integrate gender mainstreaming into daily practice. Please note that these proposals are far from exhaustive. Stakeholders are encouraged to identify new opportunities and adopt new innovative approaches to advance gender mainstreaming in skills development as part of the process.

The major steps^{242,243} for gender mainstreaming for all stakeholders are expressed in five stages:

Stage 1: Gender analysis

Carry out a gender analysis of the current gender equality situations. This includes obtaining sex- and age-disaggregated data, understanding the needs and constraints, and establishing strategic objectives and expected results to strengthen gender equality.

Stage 2: Set up action plans

Identify how to reach the expected results such as gender-specific interventions/activities targeting specific groups or issues.

Stage 3: Gender-responsive budgeting

Undertake gender-responsive budgeting to ensure a dedicated budget to implement the interventions/projects.

Stage 4: Implementation

Mainstream gender-responsive actions in regular practices to enhance gender equality.

Stage 5: Monitoring & evaluation

Monitor the process of the above activities through establishing an effective monitoring framework and evaluate the impacts, if possible.



Annex 1: Internal policy draft for training institutions

As a skills training institution, *[institution name]* is aware of women's rights safeguarded by the legislation and relevant policy in *[Country]*. *[institution name]* is committed to aligning its internal policy paper with the relevant requirements and setting up a dedicated gender-responsive budget to advance gender mainstreaming in practice. *[institution name]* will conduct an internal review, take necessary actions and monitor and report its progress on a regular basis. *[institution name]* will endeavour to implement the following practices:

- I Conduct awareness campaigns and sensitization training sessions to bridge the gender divide in society and the workforce.**
- I Match women's available skills and skill needs with education and training offers.** This includes:
 - ◆ counselling services and aptitude tests to determine women's abilities and aspirations;
 - ◆ mobile and flexible training schedules for women;
 - ◆ mechanisms for recognition of prior learning to acknowledge women's existing knowledge and competencies.
- I Create a comfortable and positive learning environment for women trainees.** *[institution name]* will ensure:
 - ◆ training infrastructure is adjusted to satisfy women's needs (e.g. separate restrooms and day-care facilities);
 - ◆ female wardens and CCTV cameras in communal areas to address women trainees' security concerns;
 - ◆ trainers have a good understanding of how and under what context women learn best and employ a diverse range of teaching methods;
 - ◆ all trainees are sensitized about anti-harassment and anti-discrimination, including unconscious bias towards women;
 - ◆ trainers use language that is in every respect gender-inclusive;
 - ◆ an equal representation of women in the trainer and management positions.
- I Train young girls and women in a breadth of skills, including technical, STEM and soft/life skills.** *[institution name]* will endeavour to spark the interest of women to participate in STEM-related training and achieve equal participation of women in technical training courses. *[institution name]* will deliver the following services to women trainees:
 - ◆ training on soft skills such as networking, teamwork and leadership;
 - ◆ lifelong learning approaches incorporated education and training frameworks;
 - ◆ on-the-job learning modalities and apprenticeships;
 - ◆ flexible course schedules and childcare services for all employees to ensure the redistribution of care work.

- I **Provide guidance to young girls and women on career paths and entrepreneurship.** *[institution name]* will make sure that the following practices are implemented:
 - ◆ coaching and mentoring support to guide women’s professional and personal development;
 - ◆ visible women role models and success stories to inspire students and trainees;
 - ◆ training projects to help women get ready to pursue entrepreneurship path if they wish.
- I **Effective monitoring and evaluation system.** *[institution name]* will develop a monitoring framework to track the performance of the above. The framework will include key indicators with clear gender-based data. If possible, *[institution name]* will evaluate the impact of gender mainstreaming practices based on the data available.

Signature:

Date:



Annex 2: Internal policy draft for companies

As [institution name] company, we are aware of women's rights safeguarded by the legislation and relevant policy in [Country]. [institution name] is committed to mainstreaming a gender perspective in the working culture to create a working environment that responds to the needs of women employees. [institution name] is committed to aligning its internal policy paper with the relevant requirements and set up a dedicated gender-responsive budget to advance gender mainstreaming in practice. [institution name] will conduct an internal review, take necessary actions and monitor and report its progress on a regular basis on the following practices:

I **Introduce the right HR policies and conduct accessibility audits at companies to ensure that women have equal chances for employment.**

- ◆ company staff, especially the human resources division, has been sensitized on gender issues;
- ◆ job advertisements and job titles are gender-inclusive;
- ◆ company policies reflect the principles of inclusivity and diversity;
- ◆ company offers flexible work options.

I **Integrate gender sensitization to the company culture.** [institution name] endeavours to:

- ◆ organize awareness-raising activities and sensitization training at all organizational levels;
- ◆ deliver leadership and management training/mentorship targeting women;
- ◆ provide career growth opportunities for women leaders;
- ◆ organize diversity, anti-harassment and anti-discrimination training, including training on unconscious bias;
- ◆ provide sufficient feedback and compliance mechanisms to ensure that women are empowered in the workplace;
- ◆ offer the necessary facilities and support mechanisms (e.g. day-care, transportation support, telecommuting, etc.) for men and women that promote and preserve a healthy work-life balance and substantive family entitlements (e.g. paternity leave).

I **Effective monitoring and evaluation system.** [institution name] will develop a monitoring framework to track the performance of the above. The framework will include key indicators with clear gender-based data. If possible, [institution name] will evaluate the impact of gender mainstreaming practices based on the data available.

Signature:

Date:

Annex 3: Internal policy draft for skills councils

As a skills council, [institution name] is aware of women's rights safeguarded by the legislation and relevant policy in [Country]. [institution name] is committed to aligning its internal policy paper with the relevant requirements and setting up a dedicated gender-responsive budget to advance gender mainstreaming in practice. [institution name] will conduct an internal review, take necessary actions and monitor and report its progress on a regular basis. [institution name] will endeavour to implement the following practices:

I Review if equal women's representation exists, and plans to increase women in employment through skills acquisition. The indicators are as follows:

- ◆ if there is available data on labour market indicators between men and women;
- ◆ if there is a mechanism at the sector level to determine the skills needs of women;
- ◆ if the sector skills strategies and plans reflect women's needs, wants and aspirations;
- ◆ if the sector assesses its current and future human needs, with special focus on increasing women's participation;
- ◆ if the sector collaborates with the government and training providers on skills development targeting women.

I Develop a curriculum with a gender equality perspective to avoid perpetuating inequalities.

[institution name] will review:

- ◆ if women have been included in the design of curriculum;
- ◆ if the curriculum reflects the needs and aspirations of women teachers/trainers;
- ◆ if the curriculum reflects the needs and aspirations of female students/trainees;
- ◆ if women are included as authors and content developers for teaching materials;
- ◆ if the text and language have been checked for gender-coded words and phrases;
- ◆ if the pictures have been checked for associating one gender with particular jobs/sectors but not others.



I Support the development of green skills and future skills that make the future more women-friendly.

[*institution name*] will review if:

- ◆ this sector belongs to a 'green' or 'future' sector;
- ◆ the sector uses gender-inclusive job definitions;
- ◆ the sector has strategies and plans to actively increase the labour force participation of women;
- ◆ skills training targeting women in the sector reflect future needs for skills.

I Effective monitoring and evaluation system. [*institution name*] will develop a monitoring framework to track the performance of the above. The framework will include key indicators with clear gender-based data. If possible, [*institution name*] will evaluate the impact of gender mainstreaming practices based on the data available.

Signature:

Date:

Annex 4: Step-by-step action points

Gender Mainstreaming in Skills Development in India Step-by-Step Action Points		
Step 1: <i>Mobilize the political will to adopt gender mainstreaming in a holistic manner – in all stages and components of skills design and delivery</i>	Are there any legislative or regulatory barriers to women engaging in productive work or men undertaking family duties?	Y / N
	Are there government-supported, accessible, quality childcare services?	Y / N
	Are relevant policies and strategies for economic development gender-responsive or are they conducive to women's integration in the market?	Y / N
	Has the government taken affirmative action to incentivize women's participation in the workforce (e.g. setting targets, goals, or quotas for women's participation in sectors/activities)?	Y / N
	Is there a gender-responsive budget in place for government to implement gender mainstreaming policies?	Y / N
Step 2: <i>Review national development plans, policies and strategies against key indicators of gender mainstreaming</i>	Does the national development plan (policy or strategy) emphasize the importance of women's education and training for successful integration into the workforce?	Y / N
	Does the national development plan (policy or strategy) have sex- and age-disaggregated targets?	Y / N
	Does the national development plan (policy or strategy) include efforts/plans/affirmative action to address gender-related barriers?	Y / N
	Is there a comprehensive skills development gender mainstreaming policy or strategy that articulates targets on gender, equality, equity, empowerment, agency and data?	Y / N
Step 3: <i>Ensure the programme/project has a dedicated budget for gender mainstreaming and apply 'gender-responsive budgeting'</i>	Does the programme/project account for the cost of training women?	Y / N
	Does the programme/project allocate a budget to offer quality day-care services?	Y / N
	Does the programme/project allocate a budget to promote gender equality via training programmes or additional tools?	Y / N
	Does the programme/project dedicate resources to offer safe transportation options to women to commute to the training centres?	Y / N
	Does the programme/project offer any financial or in-kind support for the accommodation of women trainees?	Y / N
	Which sources of funding will the programme/project use? Have blended financing models been explored?	Y / N
Step 4: <i>Formulate occupational standards and qualification packs in partnership with the private sector and use gender-inclusive language</i>	Is there strong industry engagement in the development of qualification packs and job roles?	Y / N
	Do occupational standards and job definitions use gender-inclusive titles (e.g. 'chairperson' versus 'chairman', 'salesperson' versus 'salesman')?	Y / N
	Were the occupational standards and job definitions using gender-inclusive phrases and pronouns?	Y / N



**Gender Mainstreaming in Skills Development in India
Step-by-Step Action Points**

Step 5: <i>Determine if the sector(s) has equal representation of women and men and plans to increase women in employment through skills acquisition</i>	Is sex- and age-disaggregated data available for the sectoral labour market?	Y / N
	Is there a mechanism at the sector level to determine the skill needs of women?	Y / N
	Do sector skill strategies and plans reflect women's needs, wants and aspirations?	Y / N
	Does the sector assess its current and future human needs, with special focus on increasing women's participation?	Y / N
	Does the sector collaborate with the government and training providers on skills development targeting women?	Y / N
Step 6: <i>Support the development of green skills and future skills that make the future more women-friendly</i>	Does this sector belong to the 'green' sector or another future industrial sector?	Y / N
	Does the sector use gender-inclusive job definitions?	Y / N
	Does the sector have strategies and plans to actively increase the labour force participation of women?	Y / N
	Does skills training targeting women in the sector reflect future skills needs (e.g. critical thinking, creativity, etc.)?	Y / N
Step 7: <i>Develop curriculum with a gender perspective to avoid perpetuating gender stereotypes</i>	Have women been included in the design of curriculum?	Y / N
	Does the curriculum reflect the needs and aspirations of female teachers/trainers?	Y / N
	Does the curriculum reflect the needs and aspirations of female students/trainees?	Y / N
	Are women included as authors and content developers for teaching materials?	Y / N
	Have the text and language been checked for gender-coded words and phrases?	Y / N
	Have pictures been checked for associating one gender with particular jobs/sectors but not others?	Y / N
Step 8: <i>Sensitize teachers and trainers to overcome biases and act as role models</i>	Have teachers and trainers been trained/sensitized on gender equality to understand and eliminate gender-based bias and stereotypes?	Y / N
	Do teachers/trainers recognize and raise the gender-related aspects of topics?	Y / N
	Do teachers/trainers create a safe and gender-inclusive learning atmosphere for female students/trainees?	Y / N
	Do teachers/trainers ensure that the female students/trainees voice their opinion and participate actively to the classes?	Y / N
	Is there a feedback system for female students/trainees to provide feedback on their experience with teaching and the environment?	Y / N

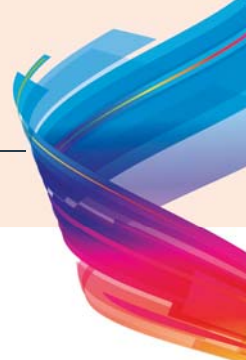
Gender Mainstreaming in Skills Development in India Step-by-Step Action Points		
Step 9: <i>Conduct awareness campaigns and sensitization training to bridge the gender divide in society and the workforce</i>	Are private sector, community and local authorities aware of the problems that hamper women's participation in education and the labour market?	Y / N
	Do schools teach young boys and girls about gender equality?	Y / N
	Does sensitization training reach parents and local community leaders?	Y / N
	Are career counselling services of schools and training centres sensitized?	Y / N
	Are family members sensitized about the value and benefits of skills training for girls?	Y / N
Step 10: <i>Match women's available skills and skill needs with education and training offers</i>	Do schools/training centres offer information, counselling services and aptitude tests to determine women's abilities and aspirations?	Y / N
	Are there mechanisms for recognition of prior learning to acknowledge women's existing knowledge and competencies?	Y / N
Step 11: <i>Create a comfortable and positive learning environment for women trainees</i>	Are the training institutions located in an easily accessible place and the infrastructures (separate restrooms and day-care facilities) adjusted to satisfy women's needs? Is the training facility linked to safe public transport?	Y / N
	Is there a woman warden, proper lights and CCTV cameras in communal areas (e.g. hallways, corridors) in place to address women trainee's security concerns?	Y / N
	Are all trainees sensitized about anti-harassment and anti-discrimination, including unconscious bias towards women?	Y / N
	Do trainers have a good understanding of how and under what context women learn best and employ a diverse range of teaching methods?	Y / N
	Do the trainers adopt and use gender-responsive language in their communications?	Y / N
	Does the training institution have an equal representation of women in the trainer and management positions?	Y / N
	Does the training institution have accountability mechanisms including grievance and redressal cells?	Y / N
	Do training centres have mobile and flexible training batches/offers for women?	Y / N



**Gender Mainstreaming in Skills Development in India
Step-by-Step Action Points**

Step 12: <i>Train young girls and women in a breadth of skills, including technical, STEM and soft/life skills</i>	Do women participate equally in technical training courses? If not, are there mechanisms to identify potential barriers to women's participation?	Y / N
	Do women have equal opportunities for the acquisition of STEM skills?	Y / N
	Do training institutions make an effort to spark the interest of women in participating in STEM-related training?	Y / N
	Do women receive training on soft skills such as networking, teamwork and leadership?	Y / N
	Do the education and training frameworks reflect lifelong learning approaches?	Y / N
	Do women benefit from on-the-job learning modalities and apprenticeships?	Y / N
	Are courses offered on a flexible basis for women's integration?	Y / N
Step 13: <i>Provide guidance to young girls and women on career paths and entrepreneurship</i>	Are there sufficient childcare services to encourage women to participate in the training?	Y / N
	Do women have coaching and mentoring support to guide their professional and personal development?	Y / N
	Does the programme/project feature industry representatives as coaches or mentors?	Y / N
	Are there visible role models and success stories to inspire students and trainees?	Y / N
Step 14: <i>Assess and certify the skills of women to increase their job prospects</i>	Can women pursue entrepreneurship paths through training within the programme/project? Including access to finance support?	Y / N
	Is the private sector active in the assessment and certification process to ensure women's employability?	Y / N
Step 15: <i>Introduce the right HR policies and conduct accessibility audits in companies to ensure women have equal chances for employment</i>	Does the assessment and certification process account for women's existing skills and competencies?	Y / N
	Is the company staff, especially the HR division, sensitized on gender equality issues?	Y / N
	Are job advertisements and job titles gender-inclusive? (e.g. 'chairperson' versus 'chairman', 'salesperson' versus 'salesman')	Y / N
	Do company policies reflect the principles of inclusivity and diversity?	Y / N
	Does the company offer flexible work options to its employees?	Y / N
	Does the company provide special measures to retain women in its workforce?	Y / N
Does the company declare commitment to promote a more equal, diverse and inclusive workplace?	Y / N	

Gender Mainstreaming in Skills Development in India Step-by-Step Action Points		
Step 16: <i>Integrate gender sensitization into the company culture</i>	Do companies organize awareness-raising activities and sensitization training at all organizational levels?	Y / N
	Do companies deliver leadership and management training/mentorship targeting women?	Y / N
	Do companies provide career growth opportunities for women leaders?	Y / N
	Do companies organize diversity, anti-harassment and anti-discrimination training?	Y / N
	Are there sufficient feedback and compliance mechanisms to ensure that women are empowered at the workplace?	Y / N
	Do companies offer the necessary facilities and support mechanisms (e.g. day-care and transportation support) for women to preserve a healthy work-life balance?	Y / N
	Do companies have a proper grievance redressal mechanism to address sexual harassment?	Y / N
Step 17: <i>Introduce a gender-aware monitoring and evaluation system</i>	Is the programme/project at hand collecting sex- and age-disaggregated data?	Y / N
	Did the programme/project set sex- and age-disaggregated M&E targets from the planning stage onwards?	Y / N
	Did the programme/project select the right indicators as per the targets?	Y / N
	Does the programme/project have the feedback and corrective mechanisms in place to address gender inequalities identified in M&E?	Y / N



Notes

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